

SY 18-19

CPS End of Year Data

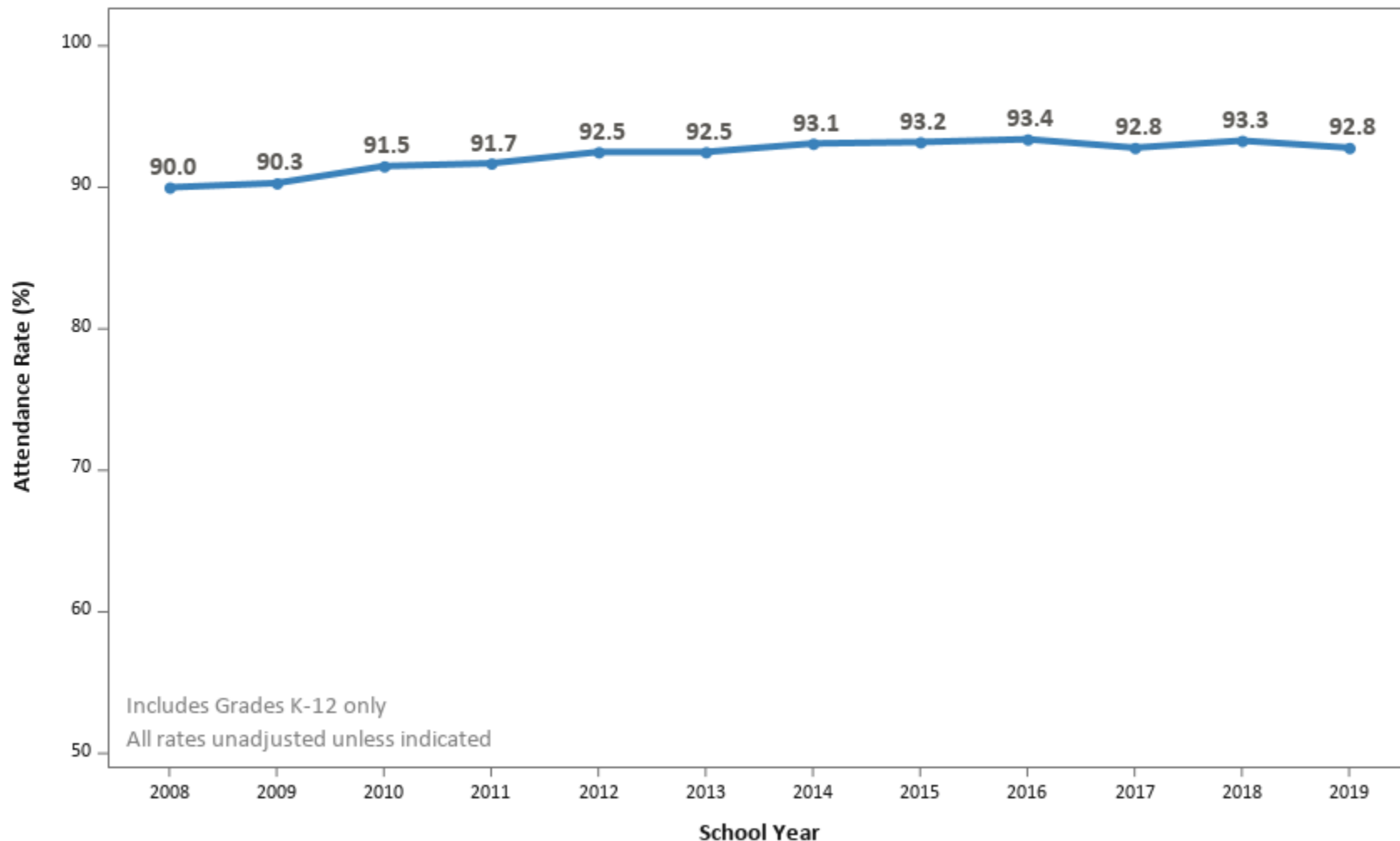


Attendance (Unadjusted)

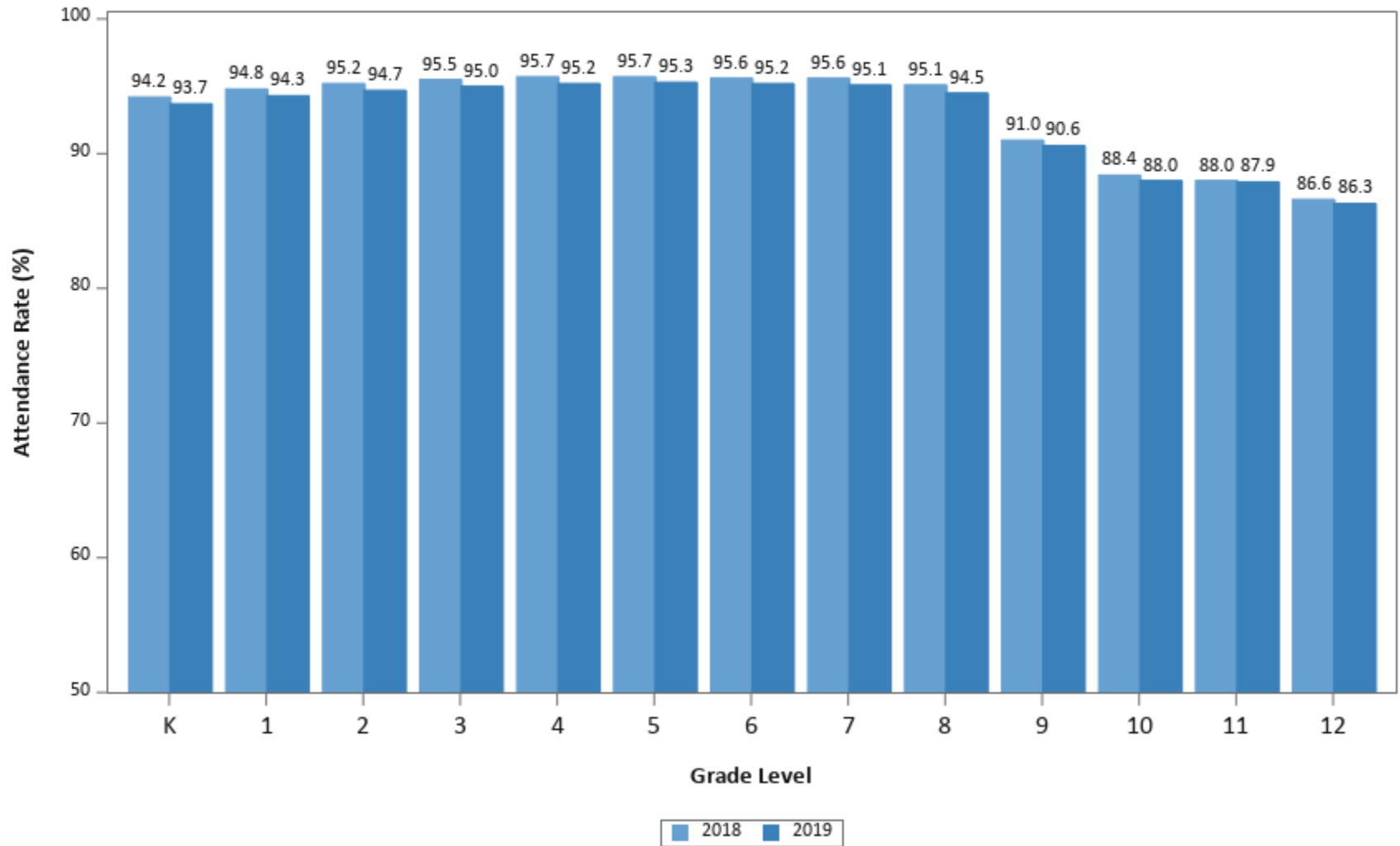
2018-2019



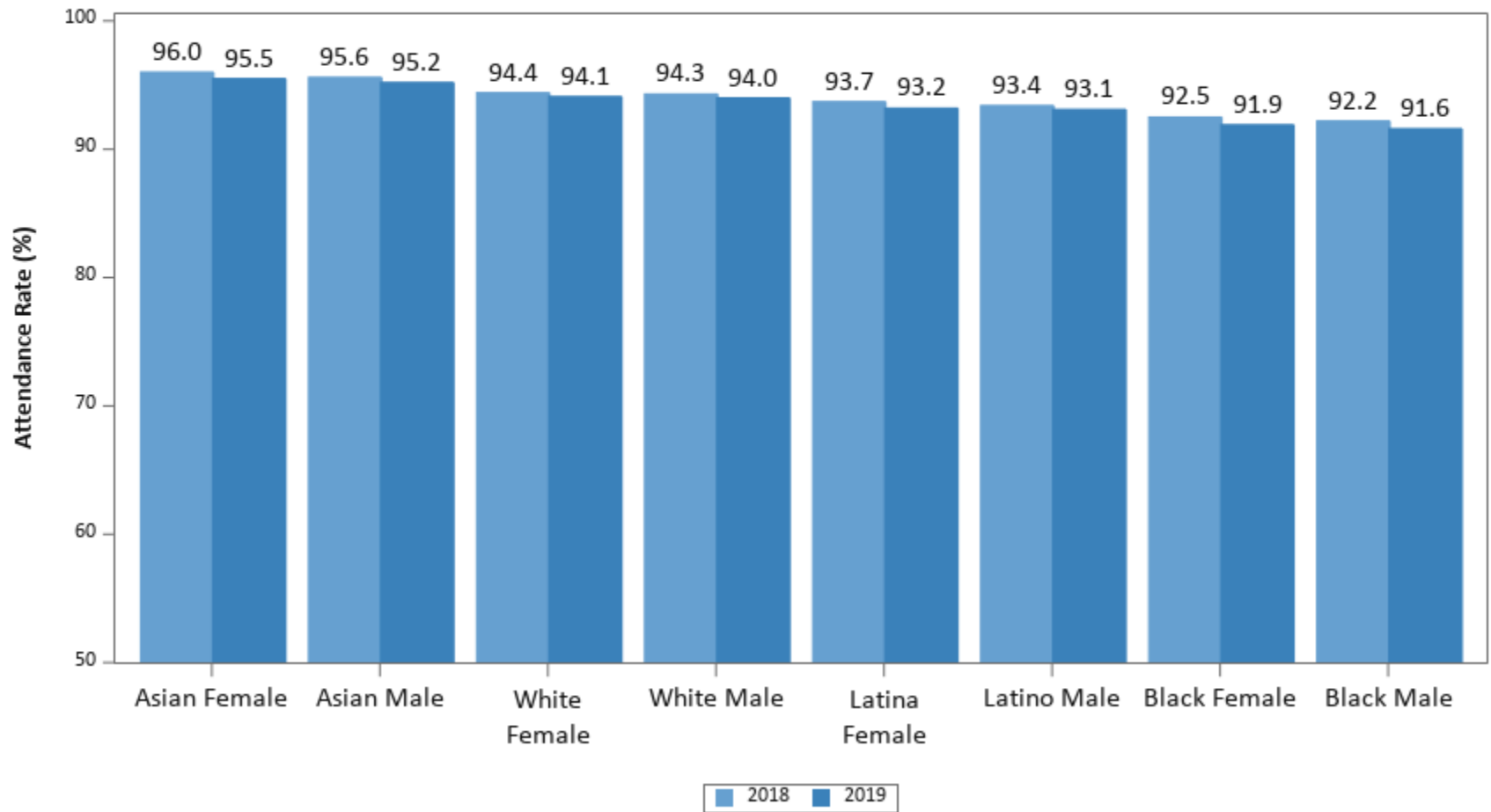
Overall Attendance over Time



Attendance Rates by Grade

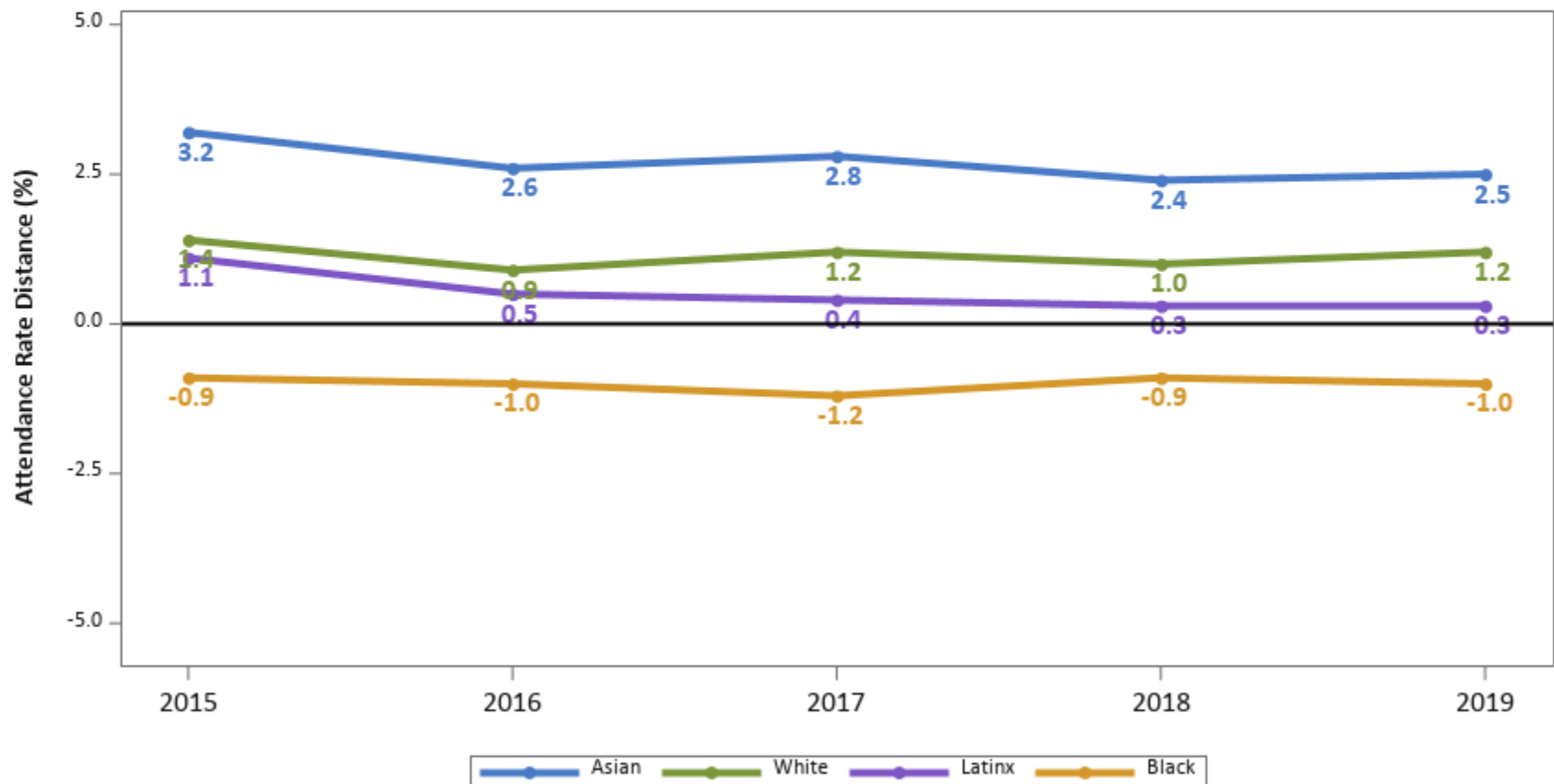


Attendance Rates by Race and Gender (Grades K-12)



Attendance Rates - Demographic Gap (Grades K-12)

Distance from district rate



NWEA Results

2018-2019



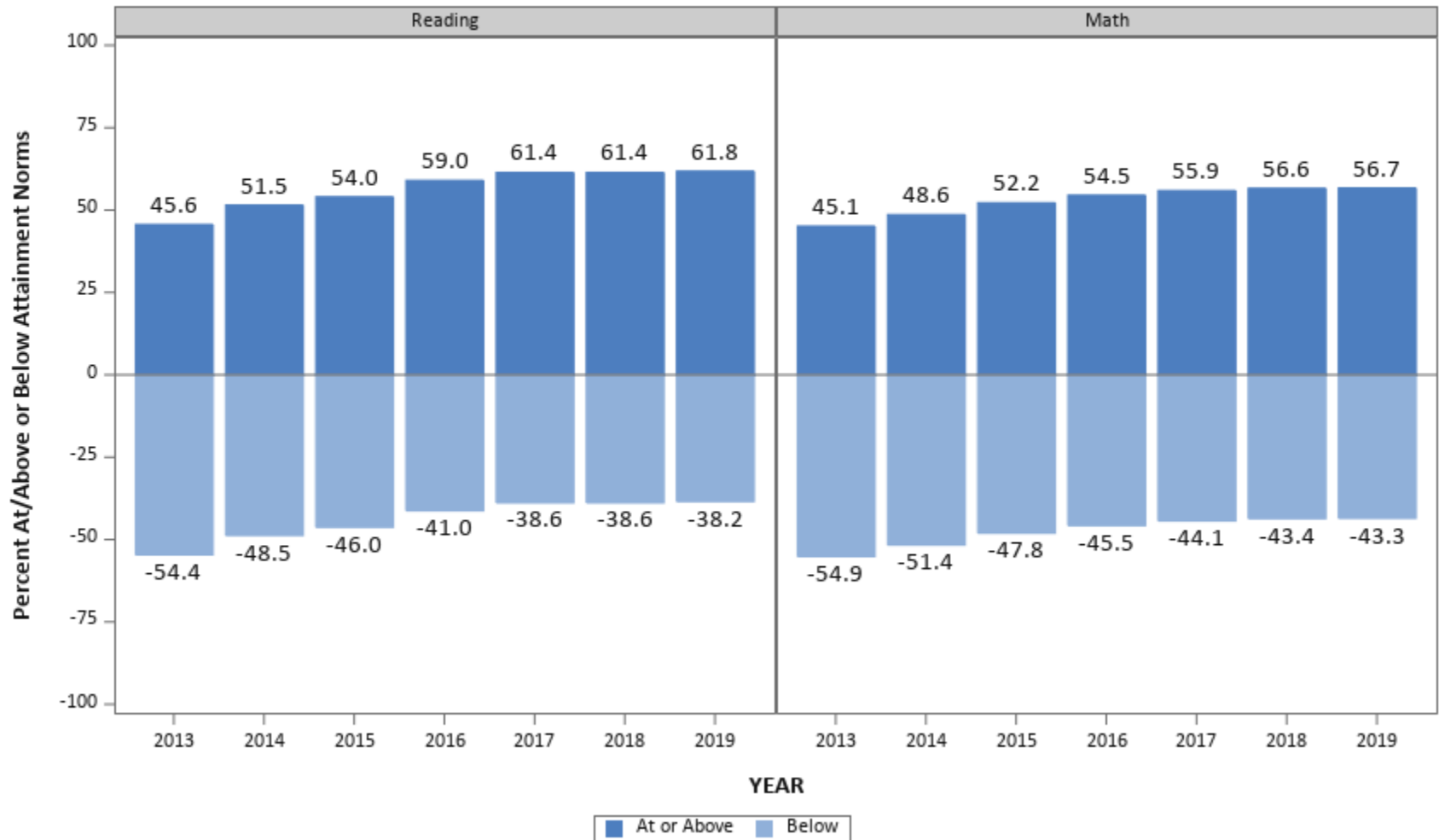
Attainment:

Percent(%) At or Above Attainment Norms



District Attainment on NWEA Over Time

Percent (%) of students at/above and below grade-level attainment norms



NWEA Reading Attainment – Demographic Gap

Distance from district rate



NWEA Math Attainment – Demographic Gap

Distance from district rate



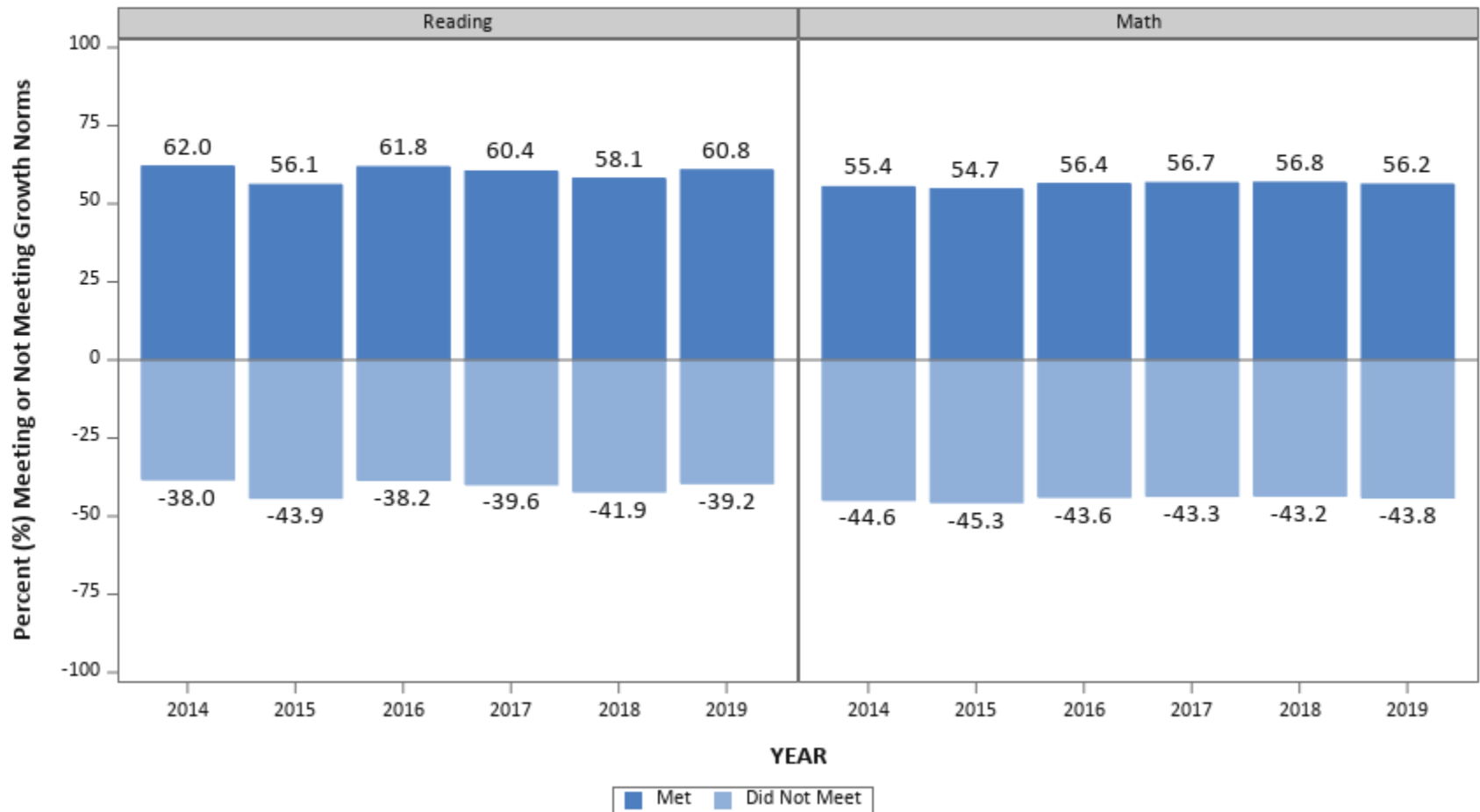
Growth:

% Meeting Growth Norms



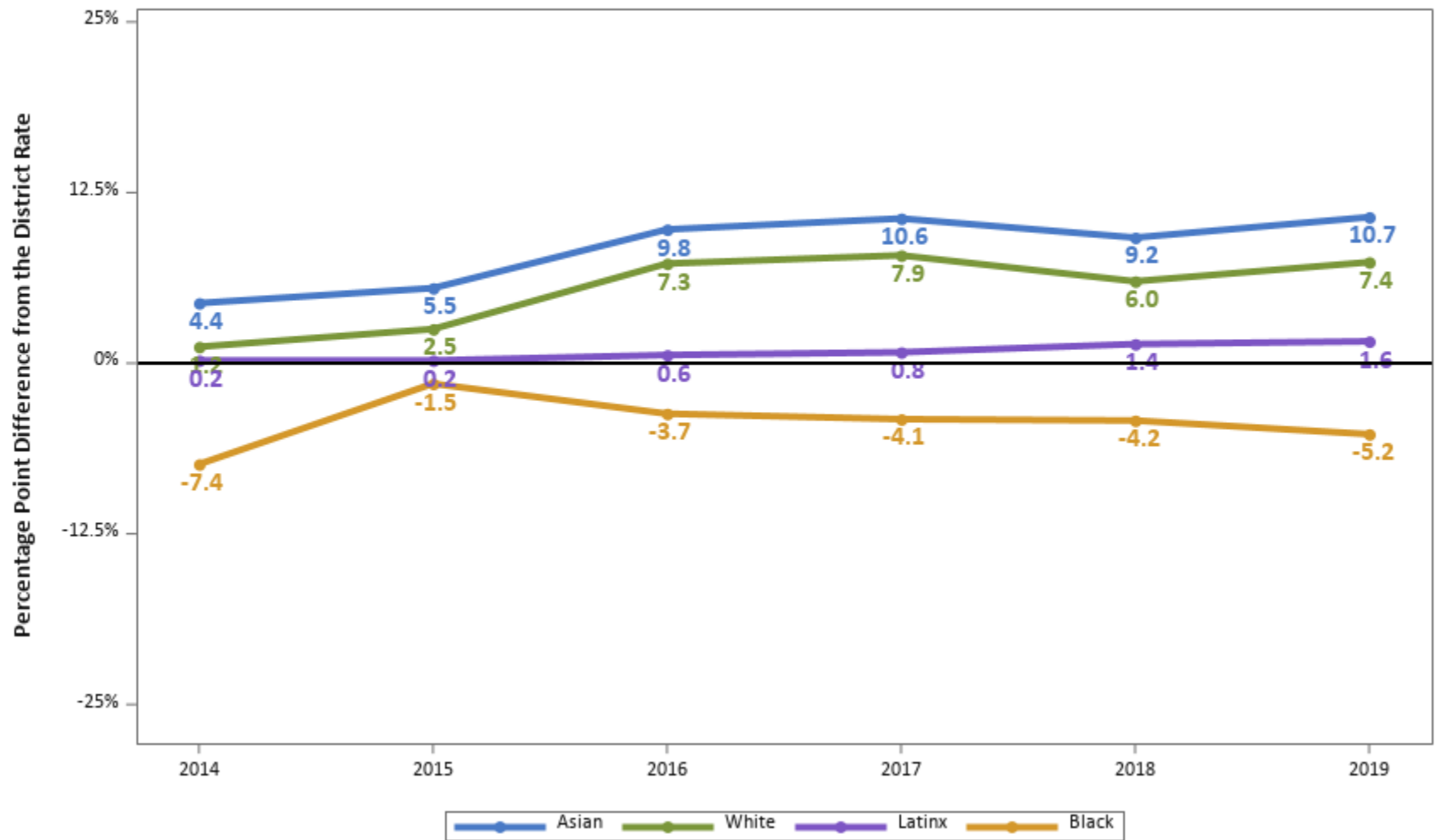
District Growth on NWEA Over Time

Percent of students meeting/exceeding or not meeting national average growth norms



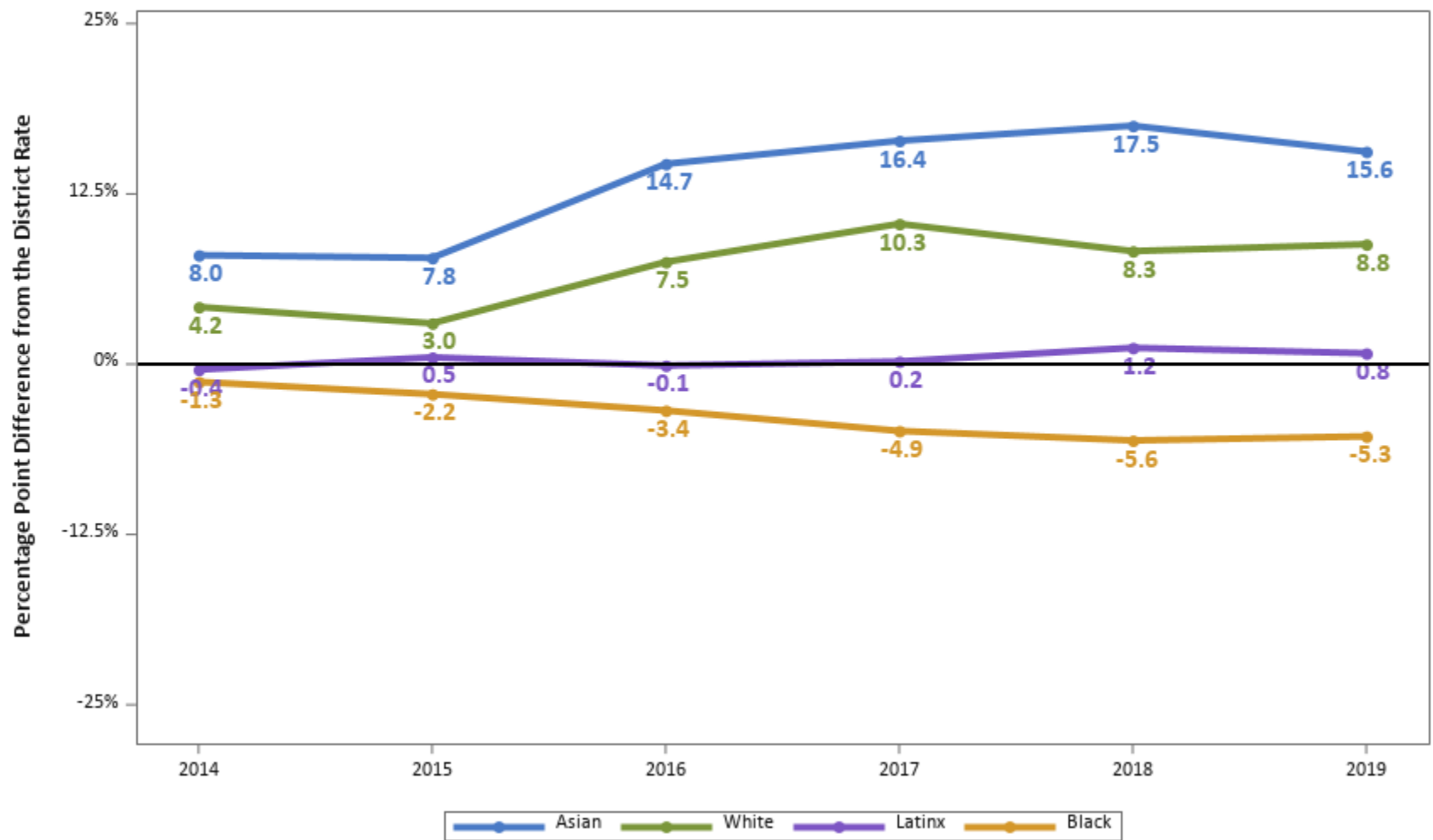
NWEA Reading Growth – Demographic Gap

Distance from district rate



NWEA Math Growth – Demographic Gap

Distance from district rate

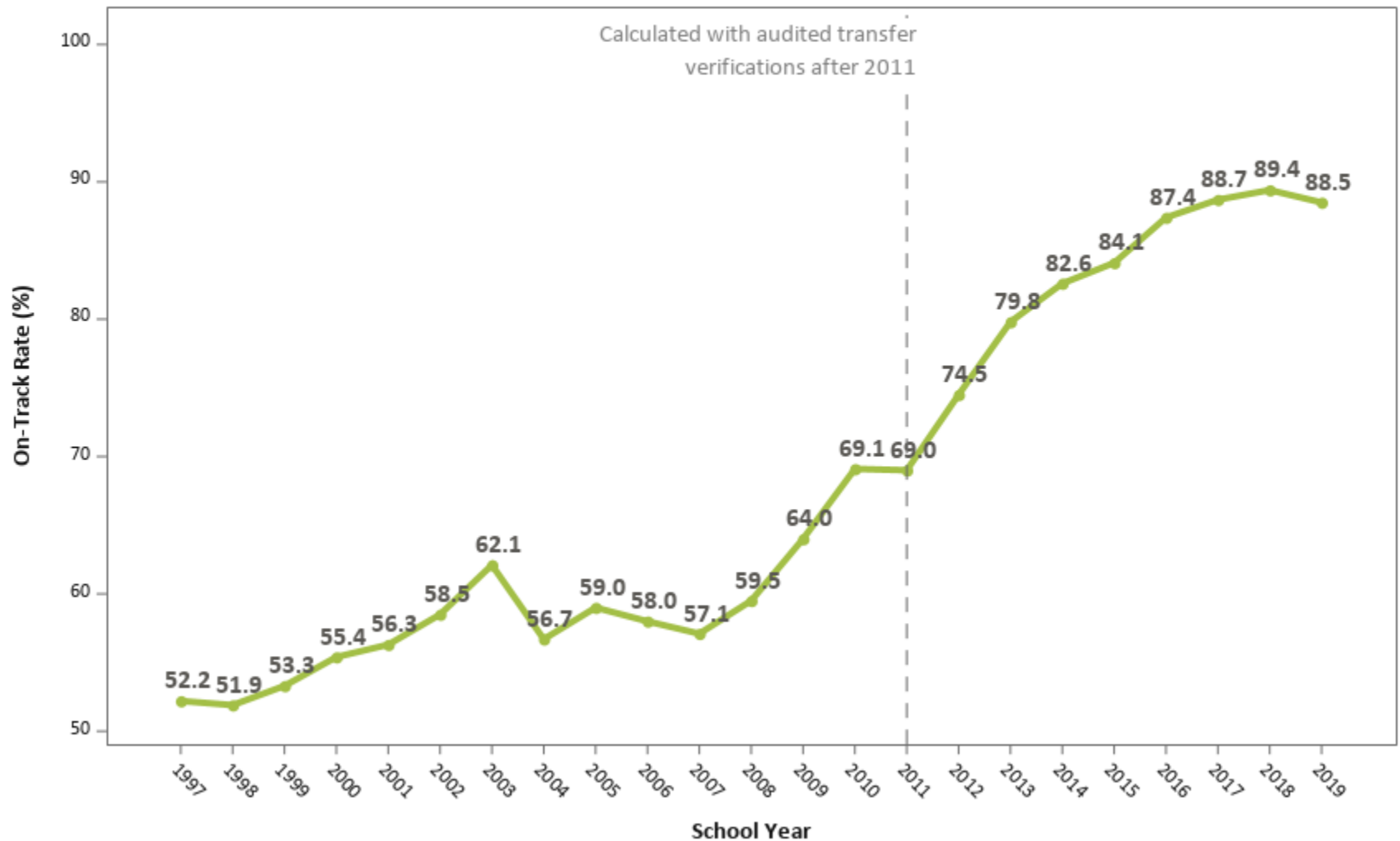


Freshmen On-Track Rate

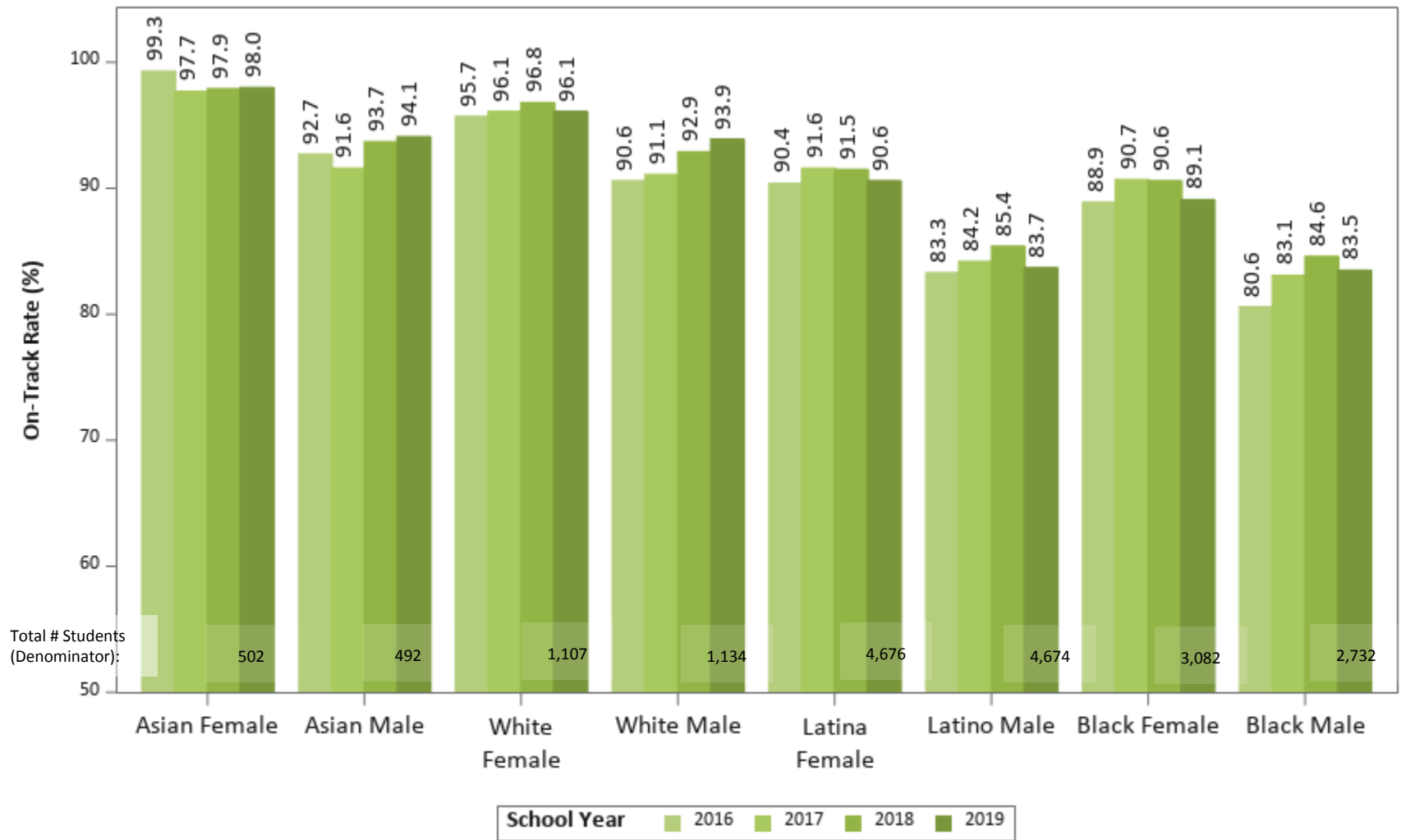
2018-2019



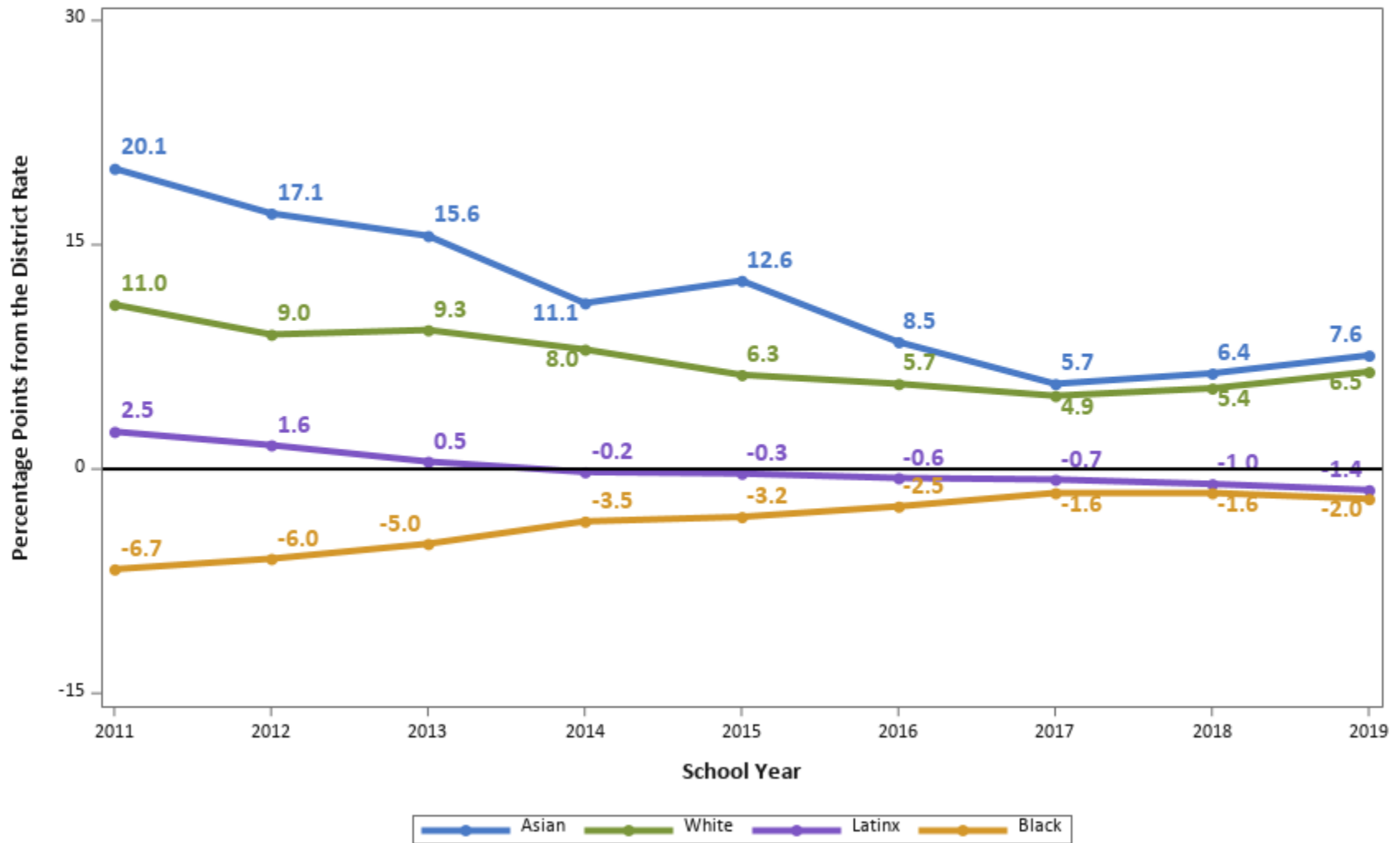
District Freshmen On-Track Rates Over Time



Freshmen On-Track Rate by Race and Gender



Demographic Gap in Freshmen On-Track Rates



PSAT and SAT Assessments (9th - 11th Graders)

SY 2018-2019



Attainment

Slides report **SQRP-aligned data** unless noted otherwise



All Exam-Taking Students Meeting Combined College Readiness Benchmarks (CRB) 2019

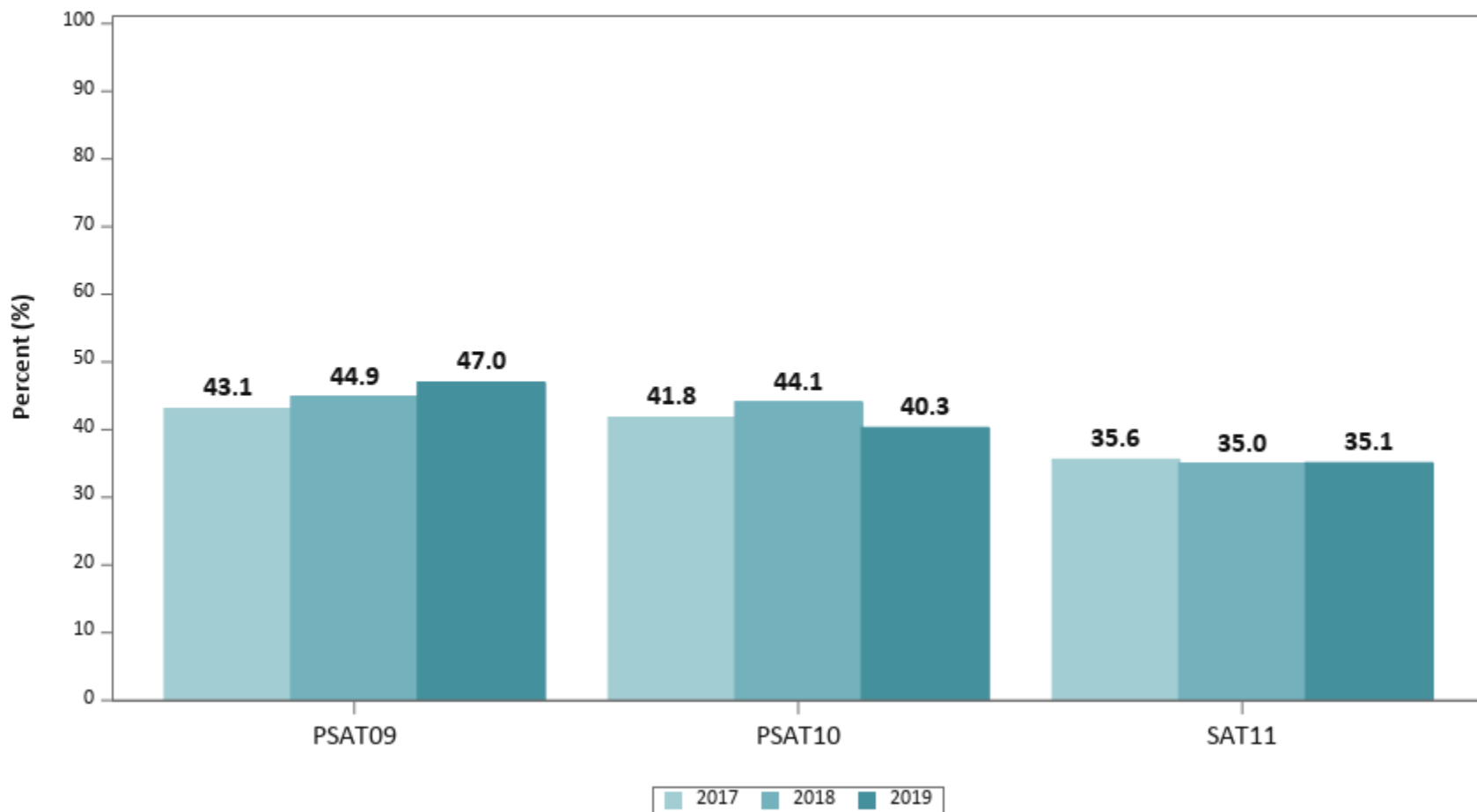
Test Grade	College Readiness Benchmark* to Meet <i>Composite (EBRW + Math)</i>	N Test Takers	N Meeting Combined Benchmark	% Meeting Combined Benchmark
PSAT09	860 (410 + 450)	24,943	11,732	47.0
PSAT10	910 (430 + 480)	24,182	9,753	40.3
SAT11	1010 (480 + 530)	24,021	8,420	35.1
Combined		73,146	29,905	40.9

*College Board's College Readiness Benchmarks are defined as correlating to a student having a 75 chance of earning at least a C in a first-semester credit bearing college course of the same subject.



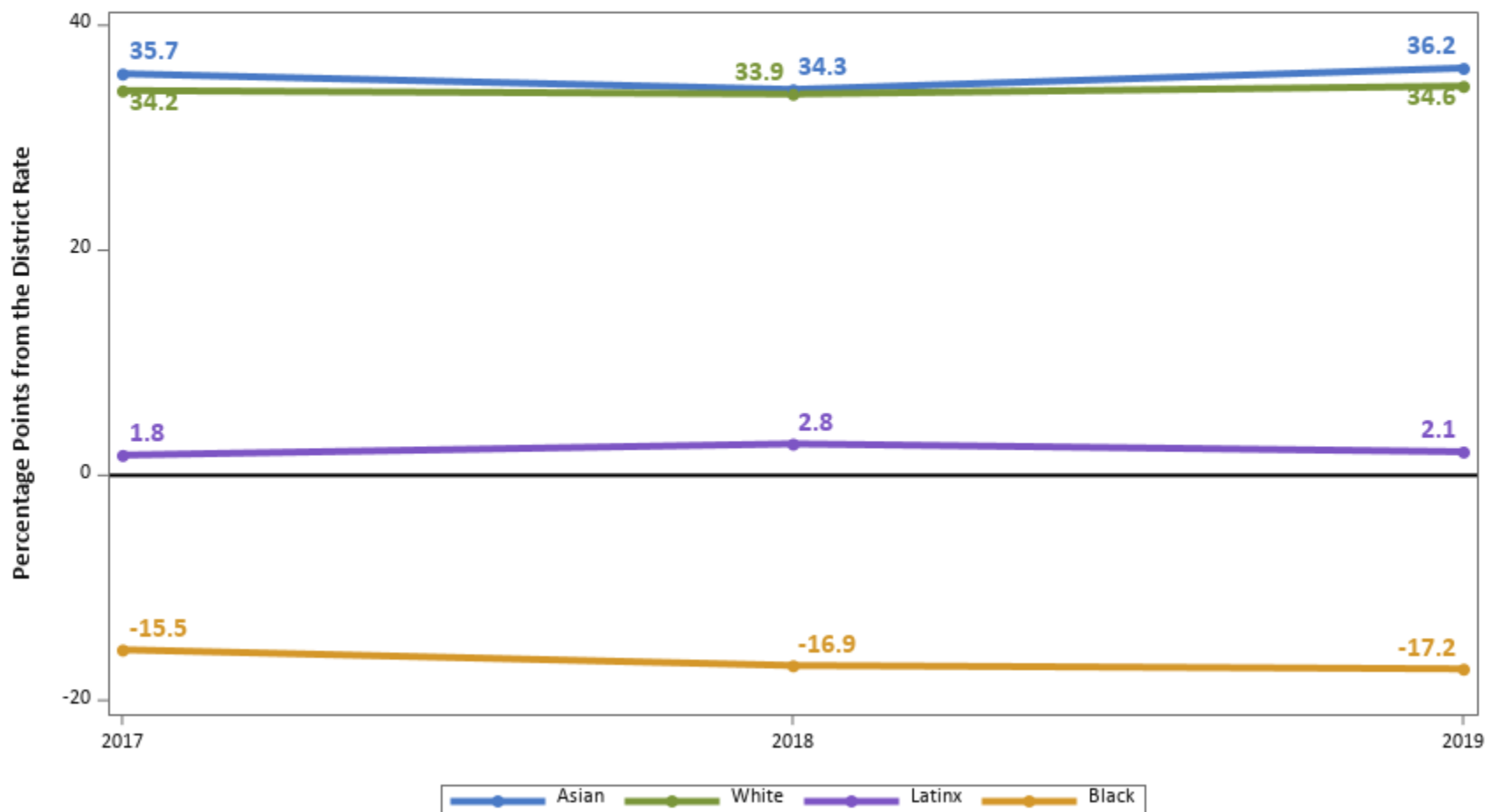
Includes all exam taking students.

Percent Meeting Combined CRB - All Exam Taking Students



Includes all exam taking students.

Demographic Gap in Percent Meeting Combined CRB (All Grades)

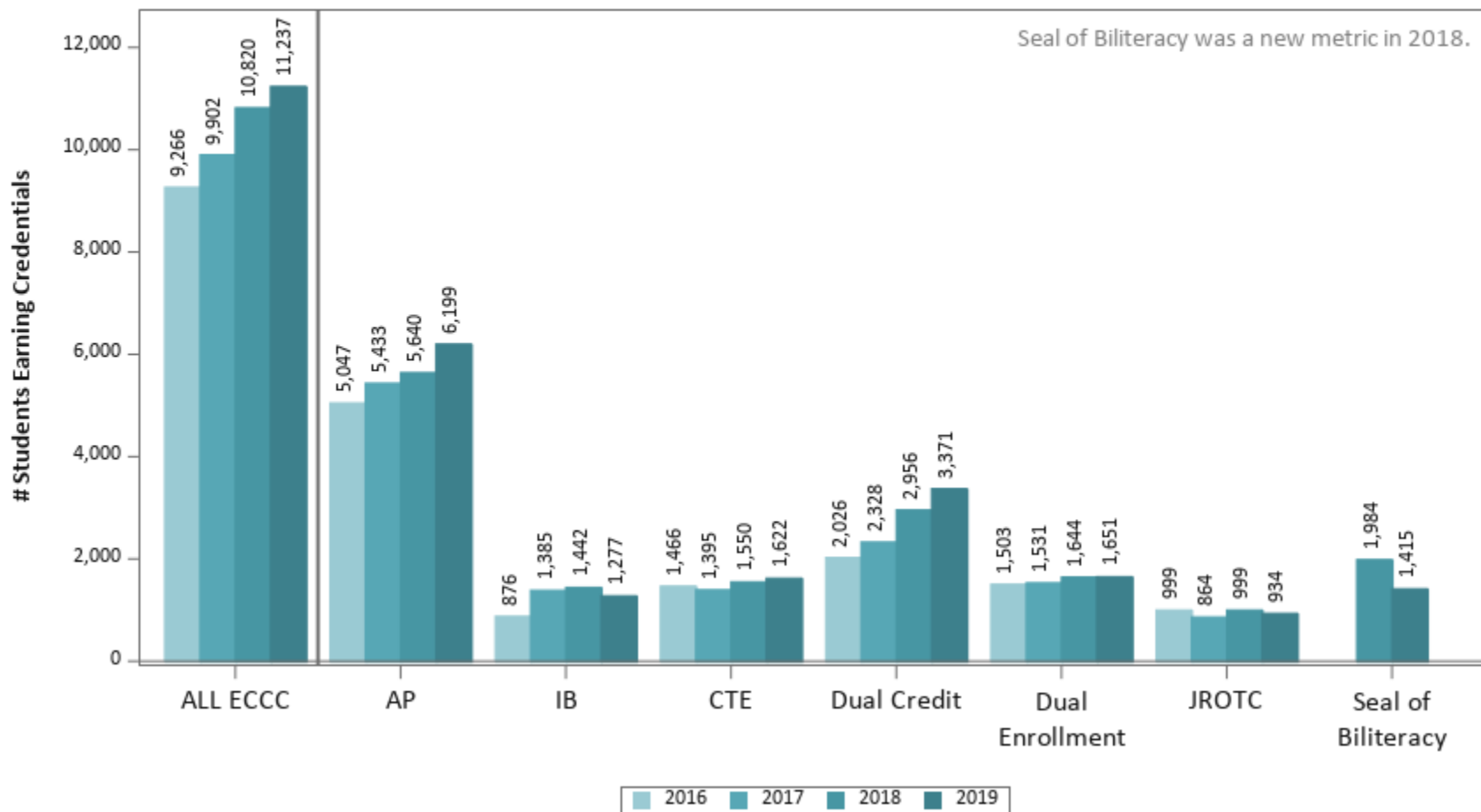


Early College and Career Credentials

2018-2019

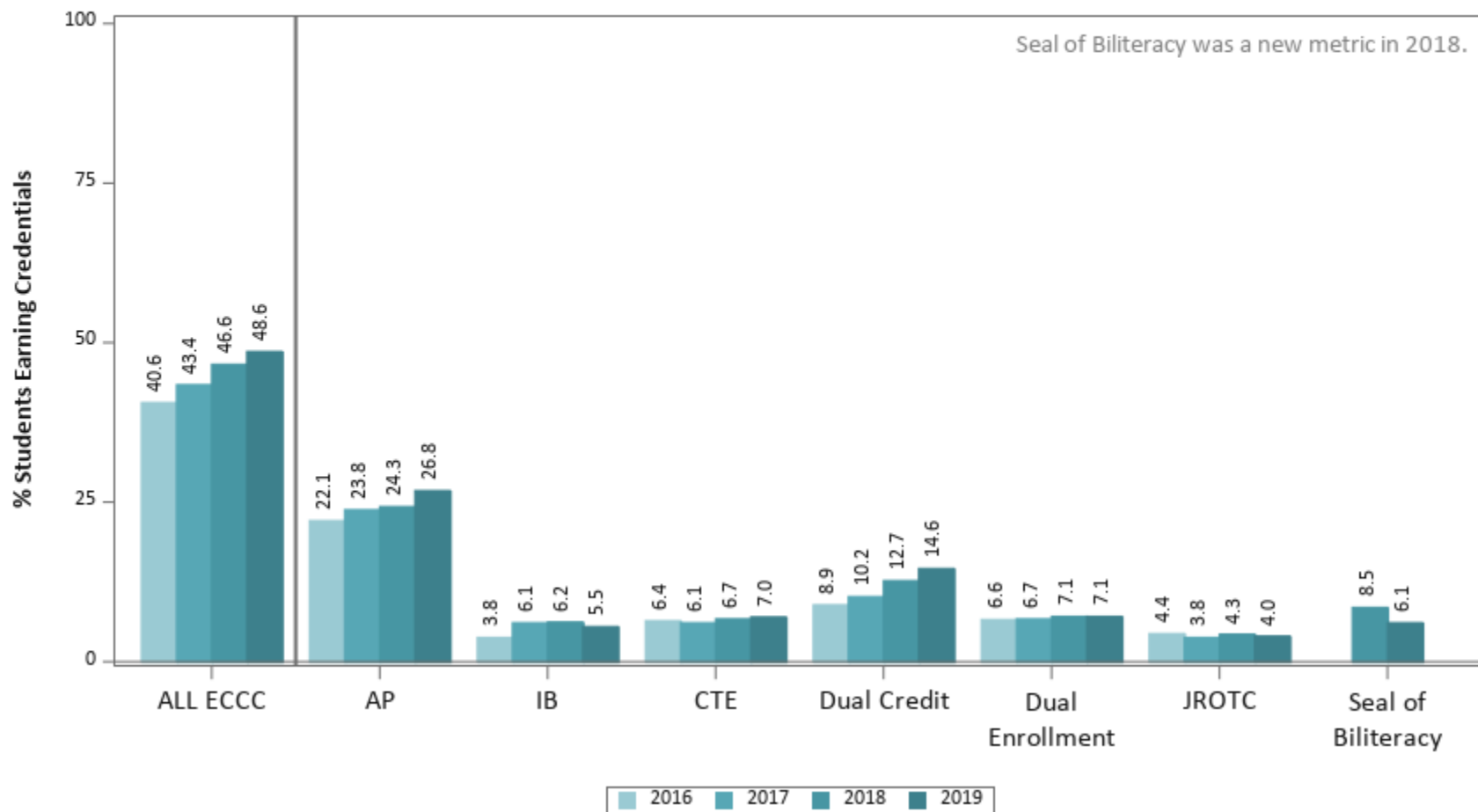


Early College and Career Credential Attainment (Count of ECCC Credits)



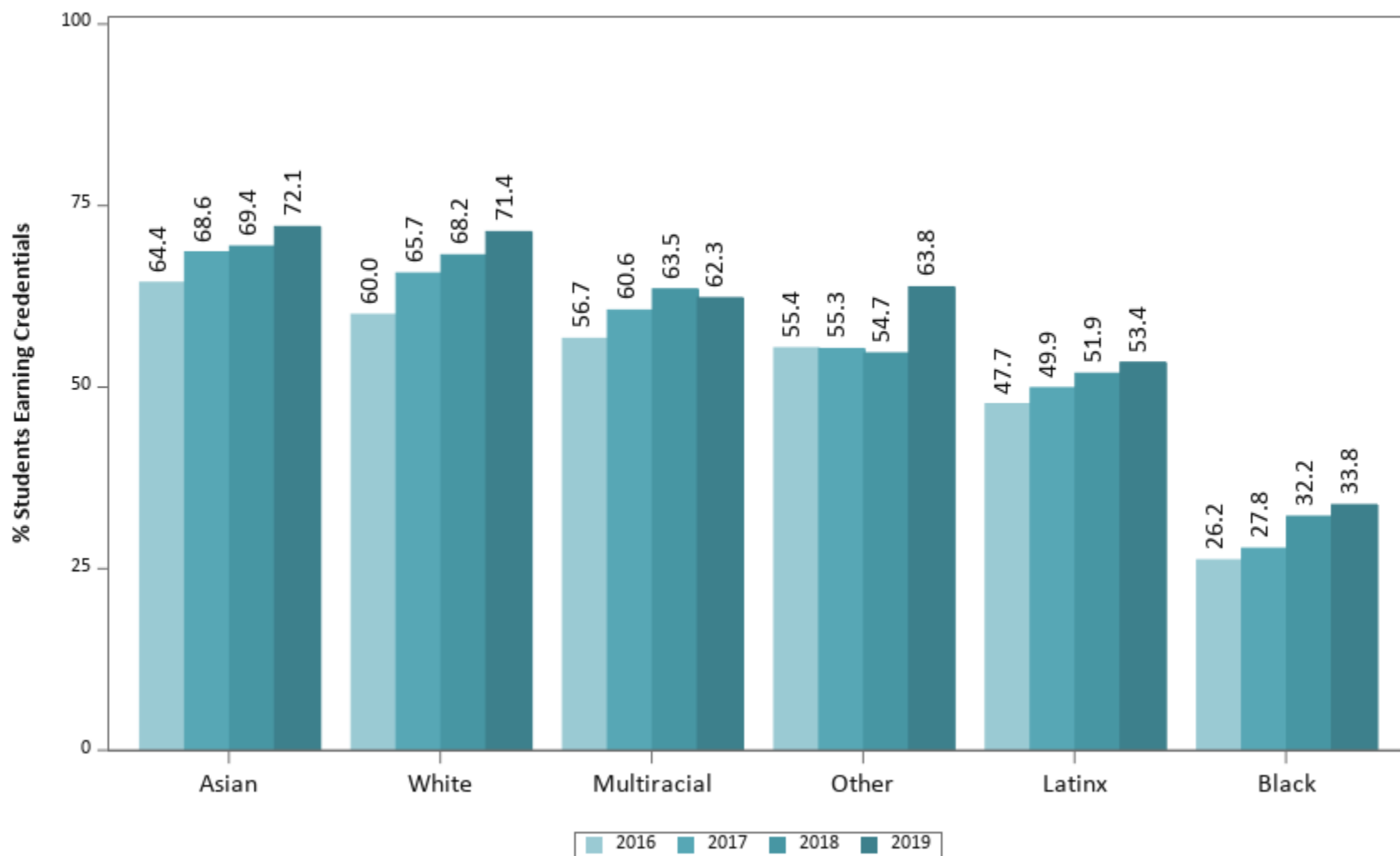
Not based on unique counts. Students can take more than one ECCC credit.

Early College and Career Credential Attainment Rate

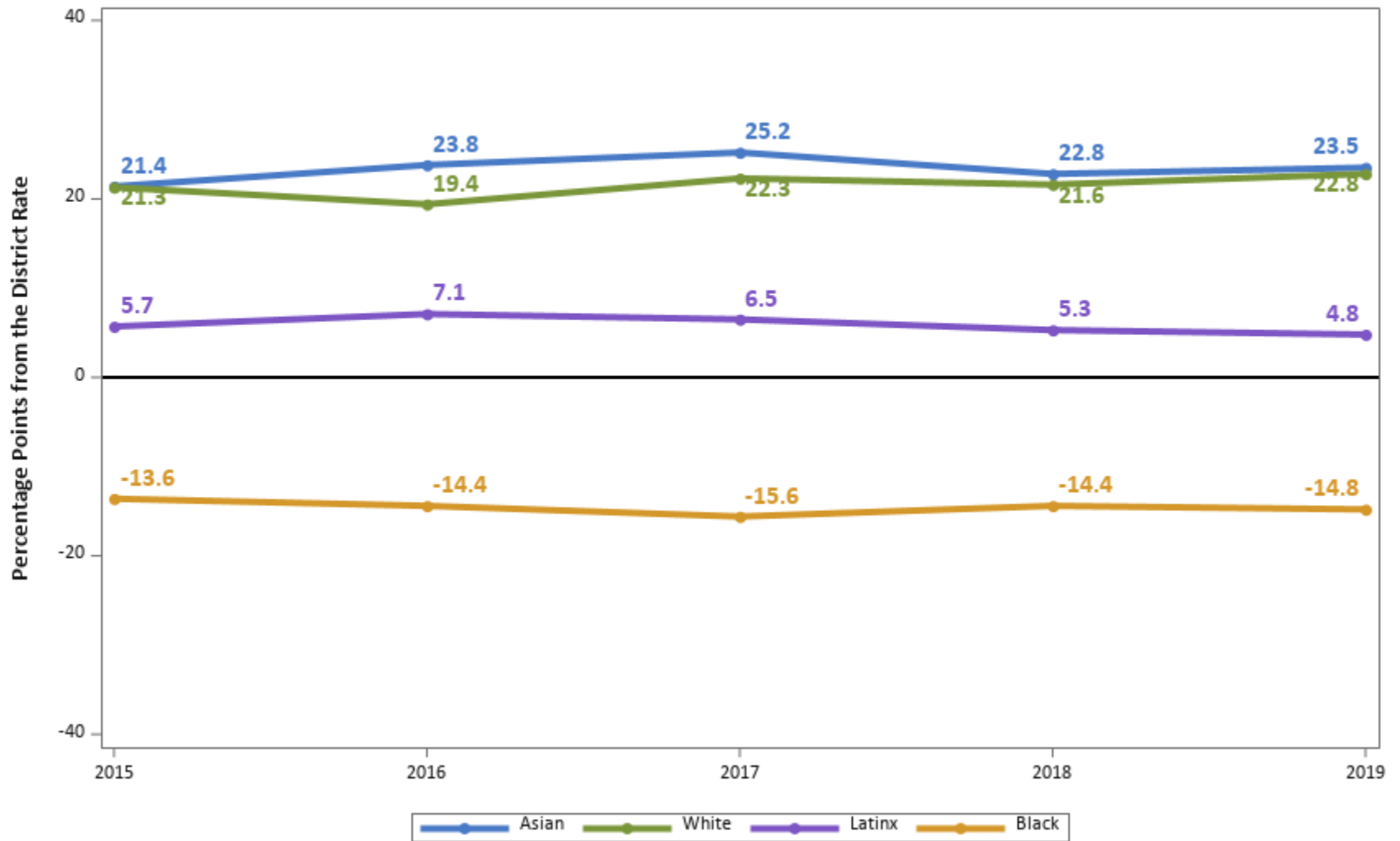


Not based on unique counts. Students can take more than one ECCC credit.

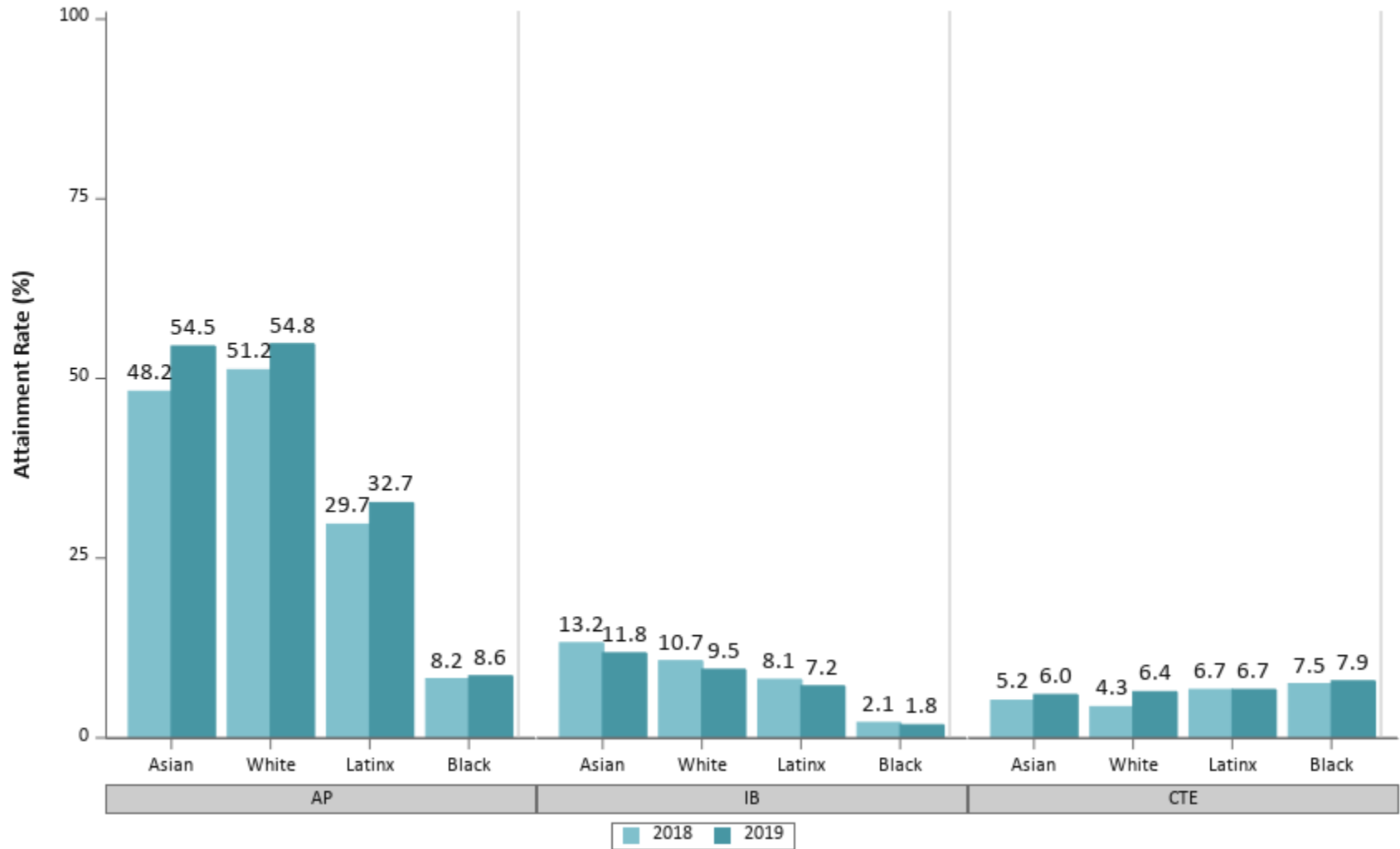
ECCC Attainment Rate by Race



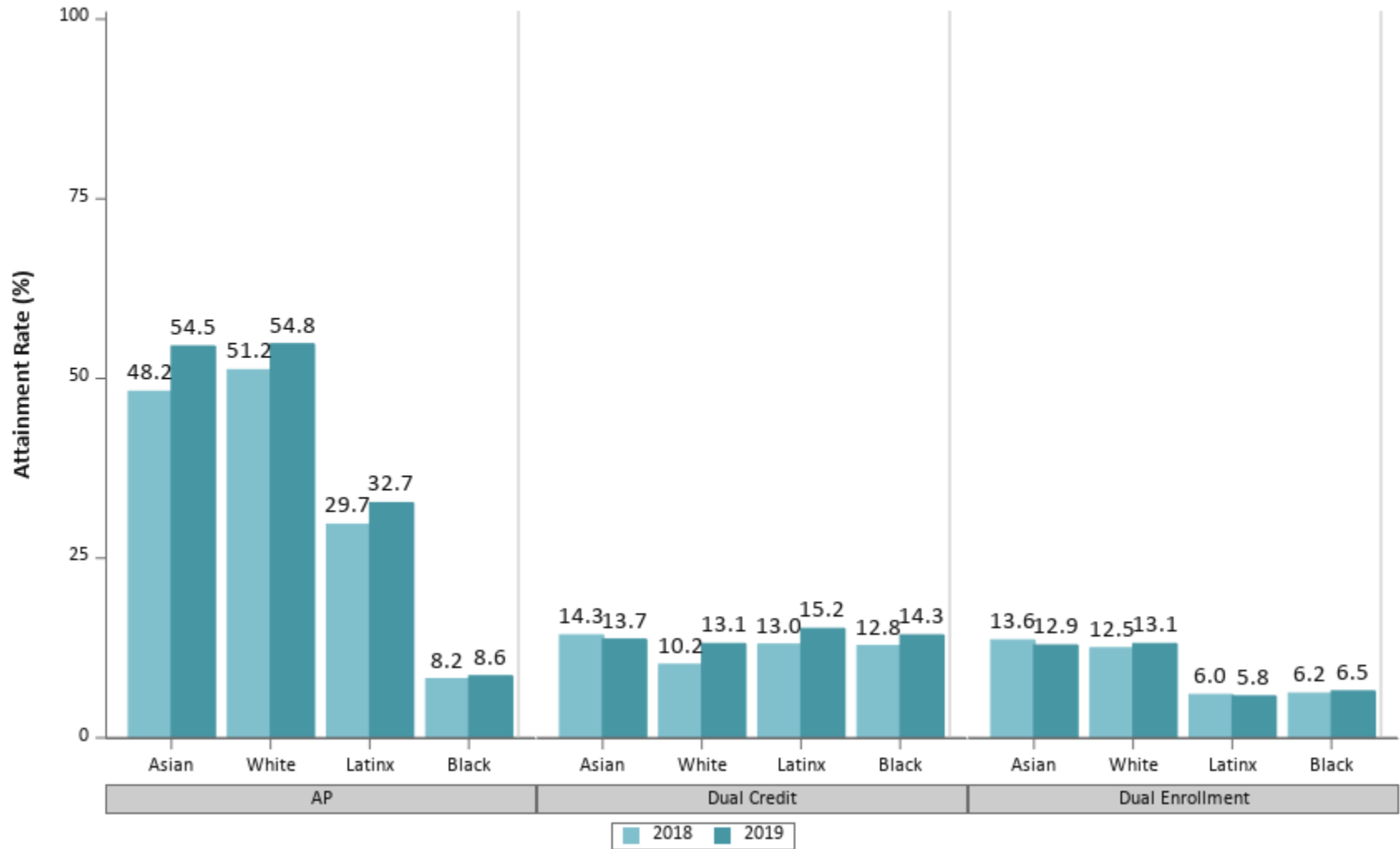
Demographic Gap in ECCC Attainment Rate



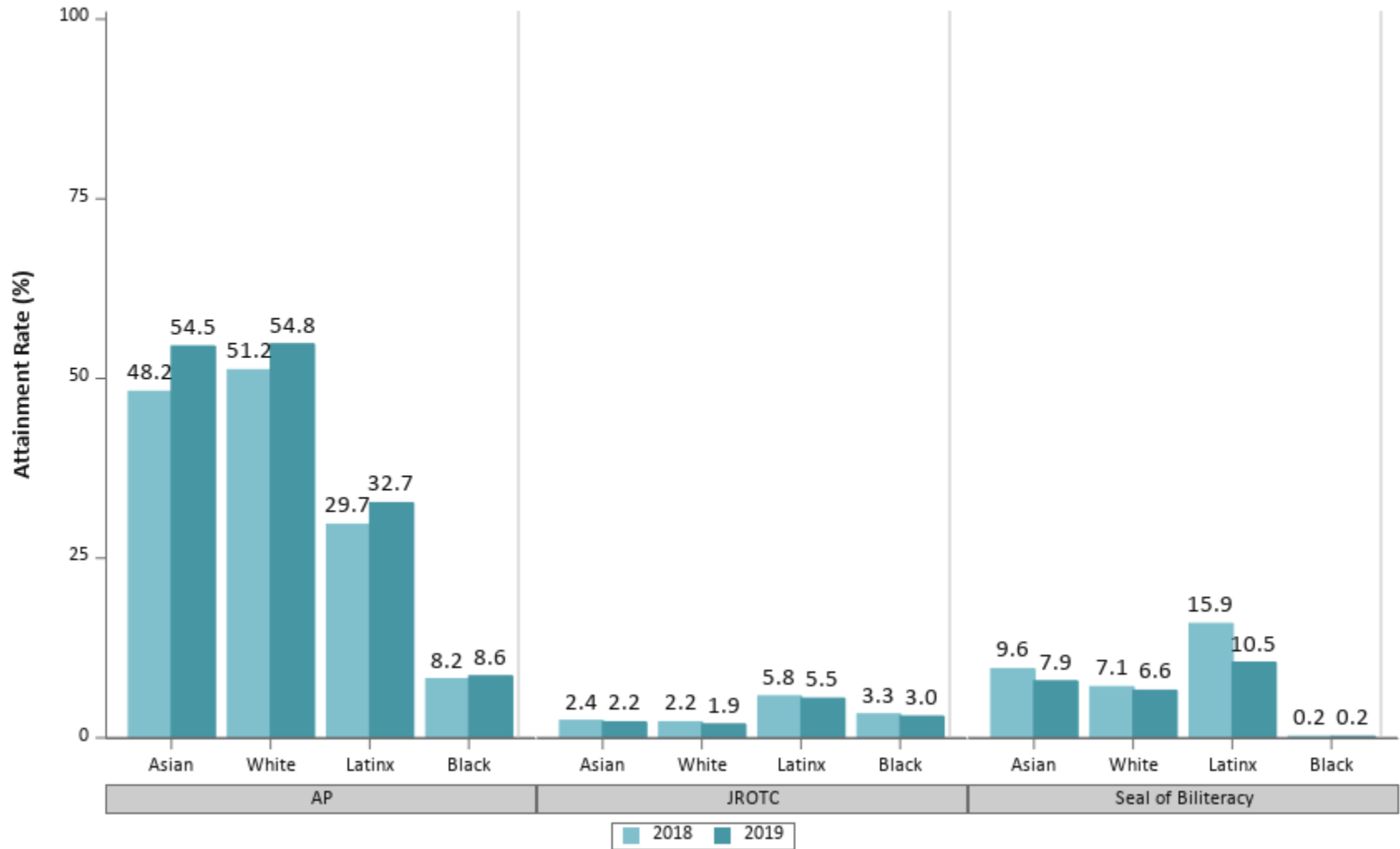
ECCC Attainment Rate by Race (By ECCC Type)



ECCC Attainment Rate by Race (By ECCC Type)



ECCC Attainment Rate by Race (By ECCC Type)



College Enrollment and Persistence

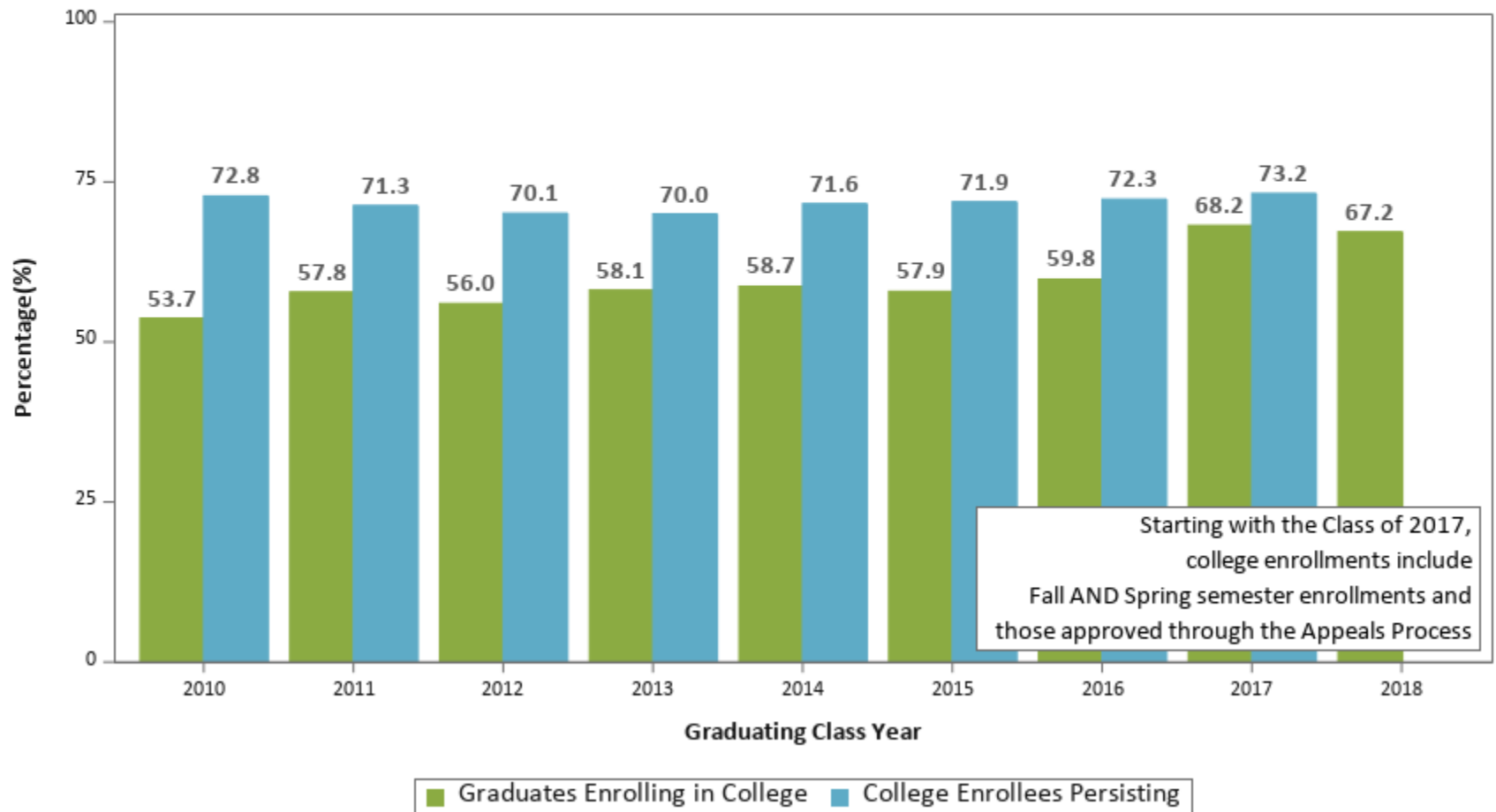
2018-2019

Most recent College Persistence Rates: Class of 2017

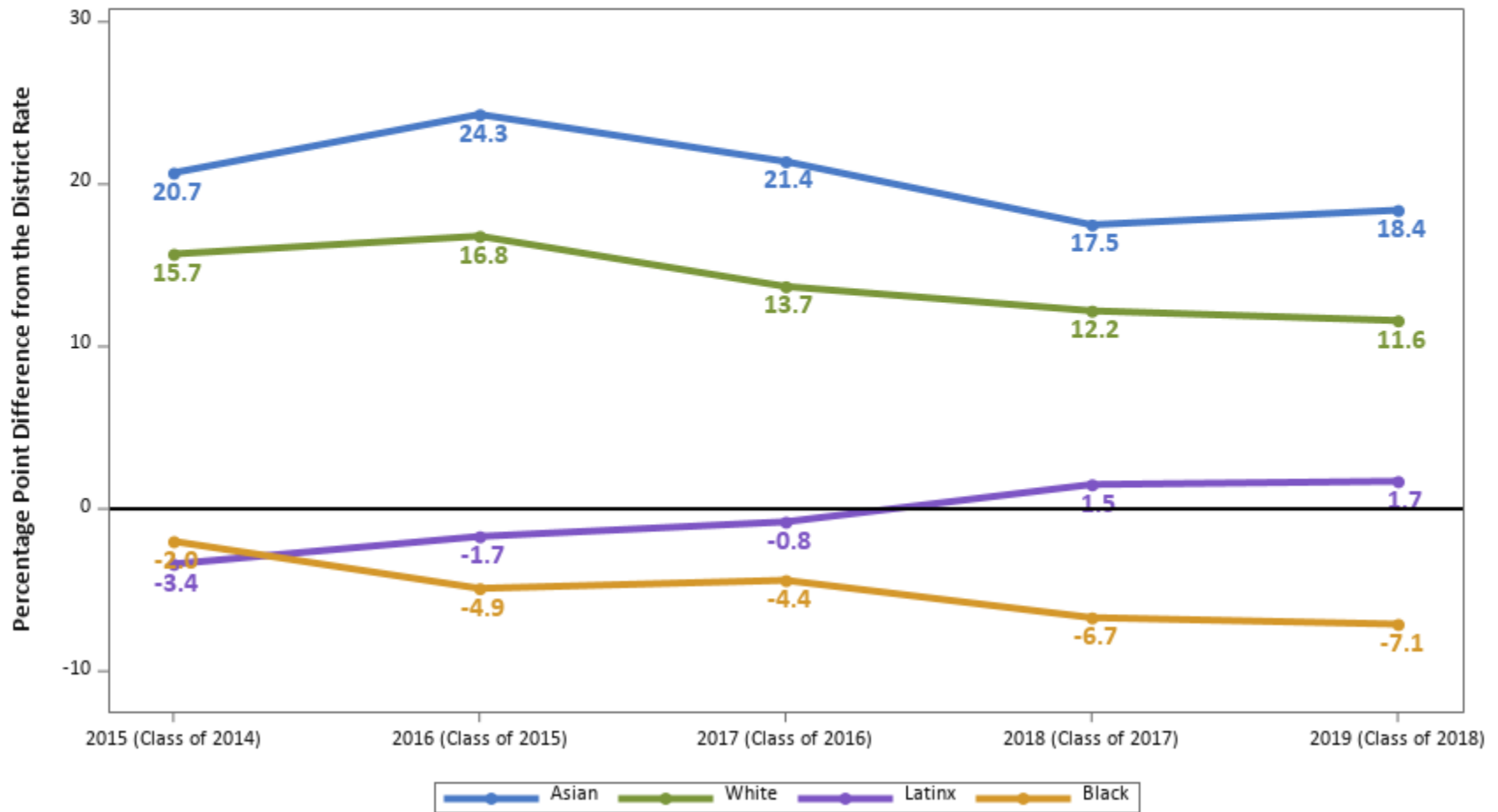
Most recent College Enrollment Rates: Class of 2018



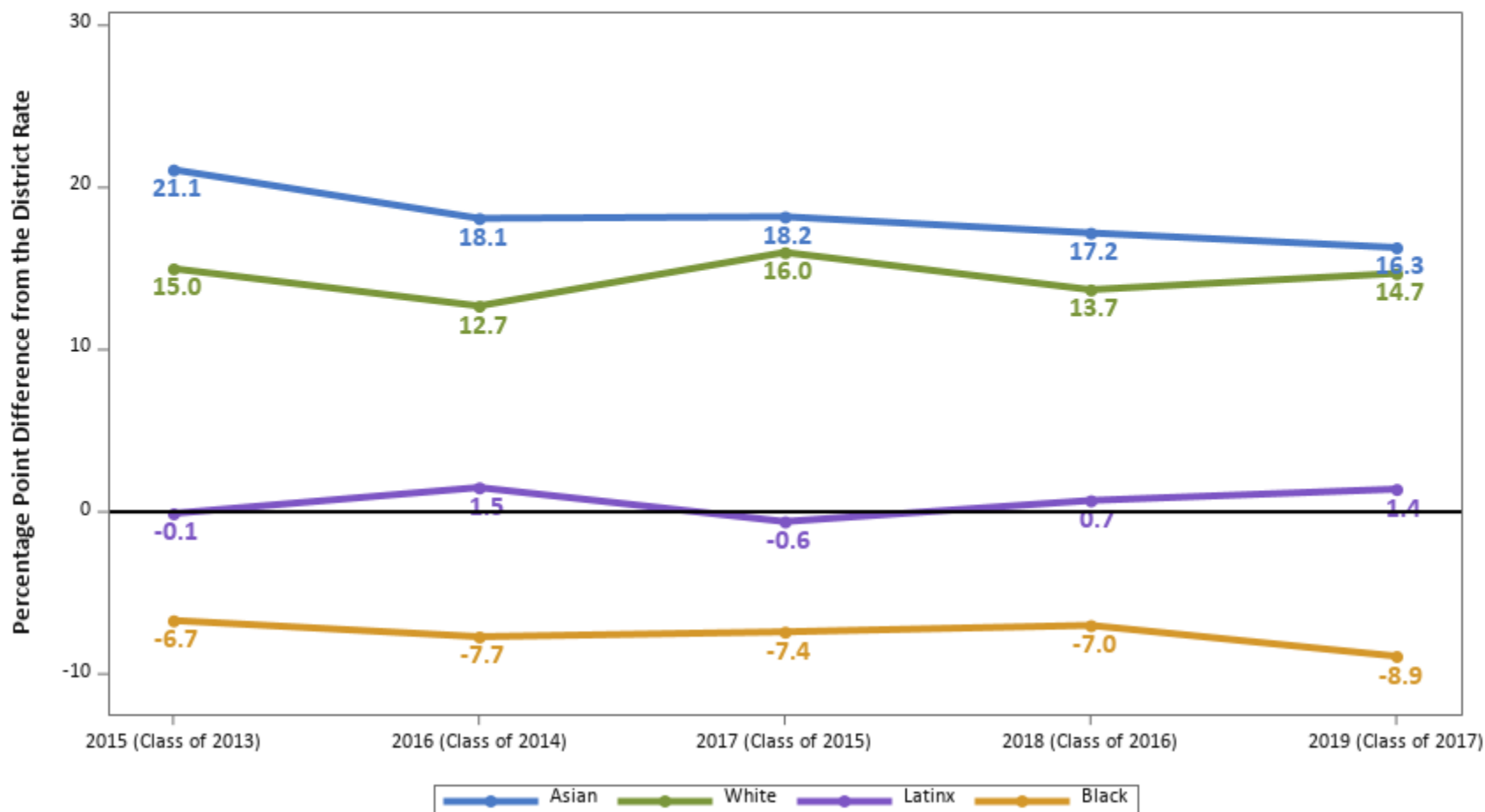
Percent of Students Enrolling and Persisting in College



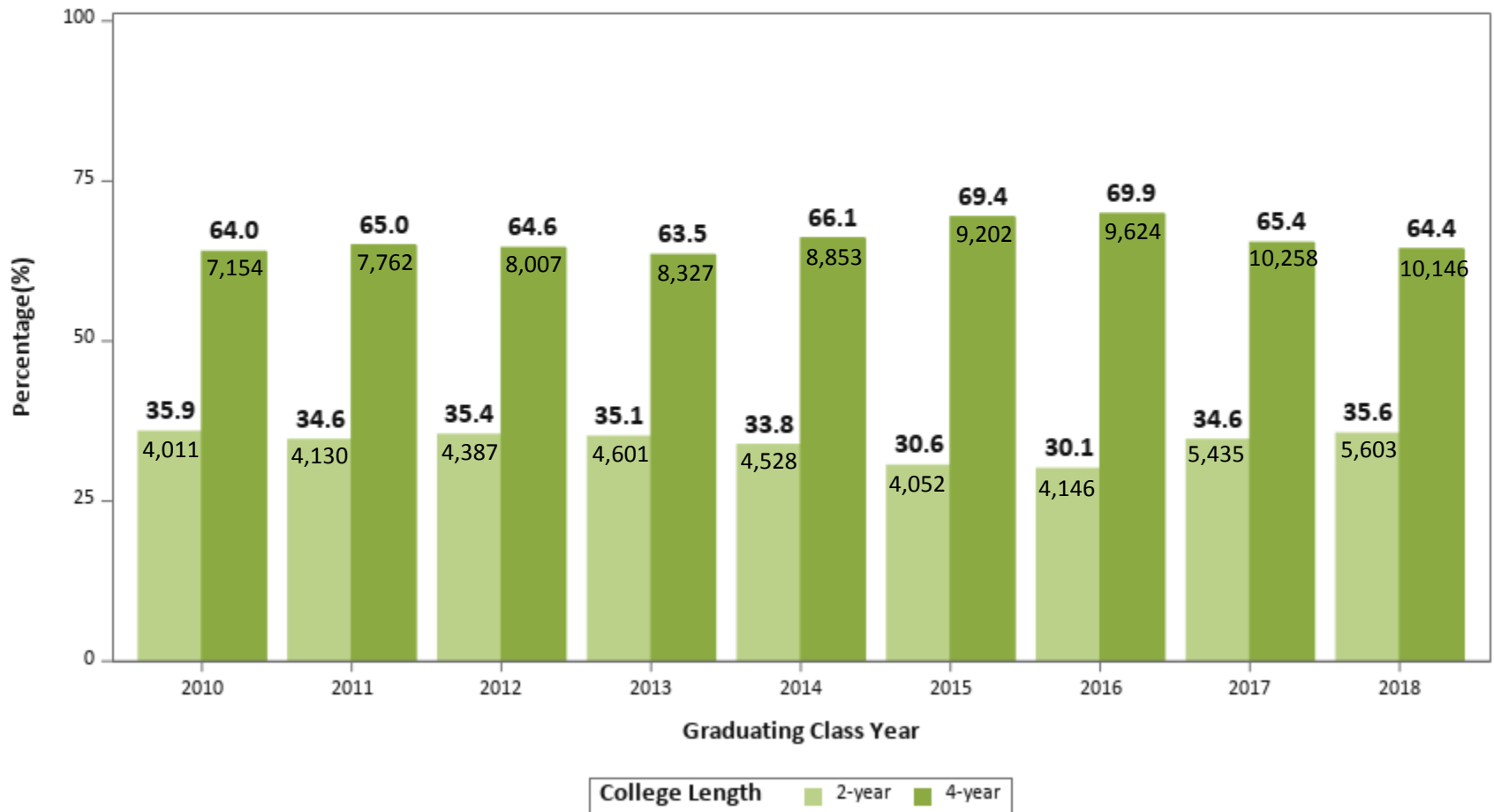
Demographic Gap in Percent of HS Graduates Enrolling in College



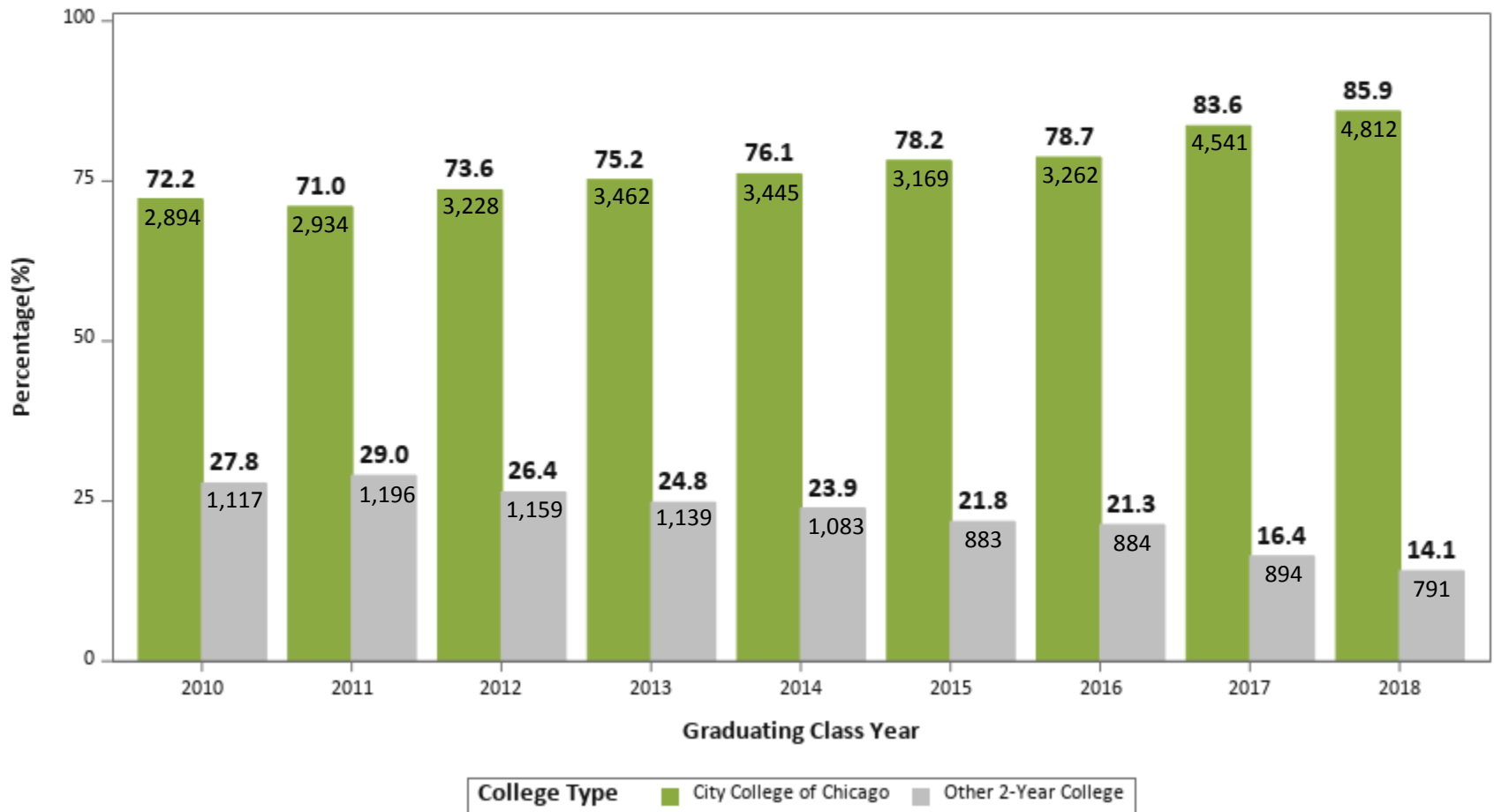
Demographic Gap in Percent of College Enrollees Persisting in College



Percent of College Enrollees Attending 2-Year vs. 4-Year Colleges



Percent of 2-Year College Enrollees attending City Colleges vs. Other 2-Year College

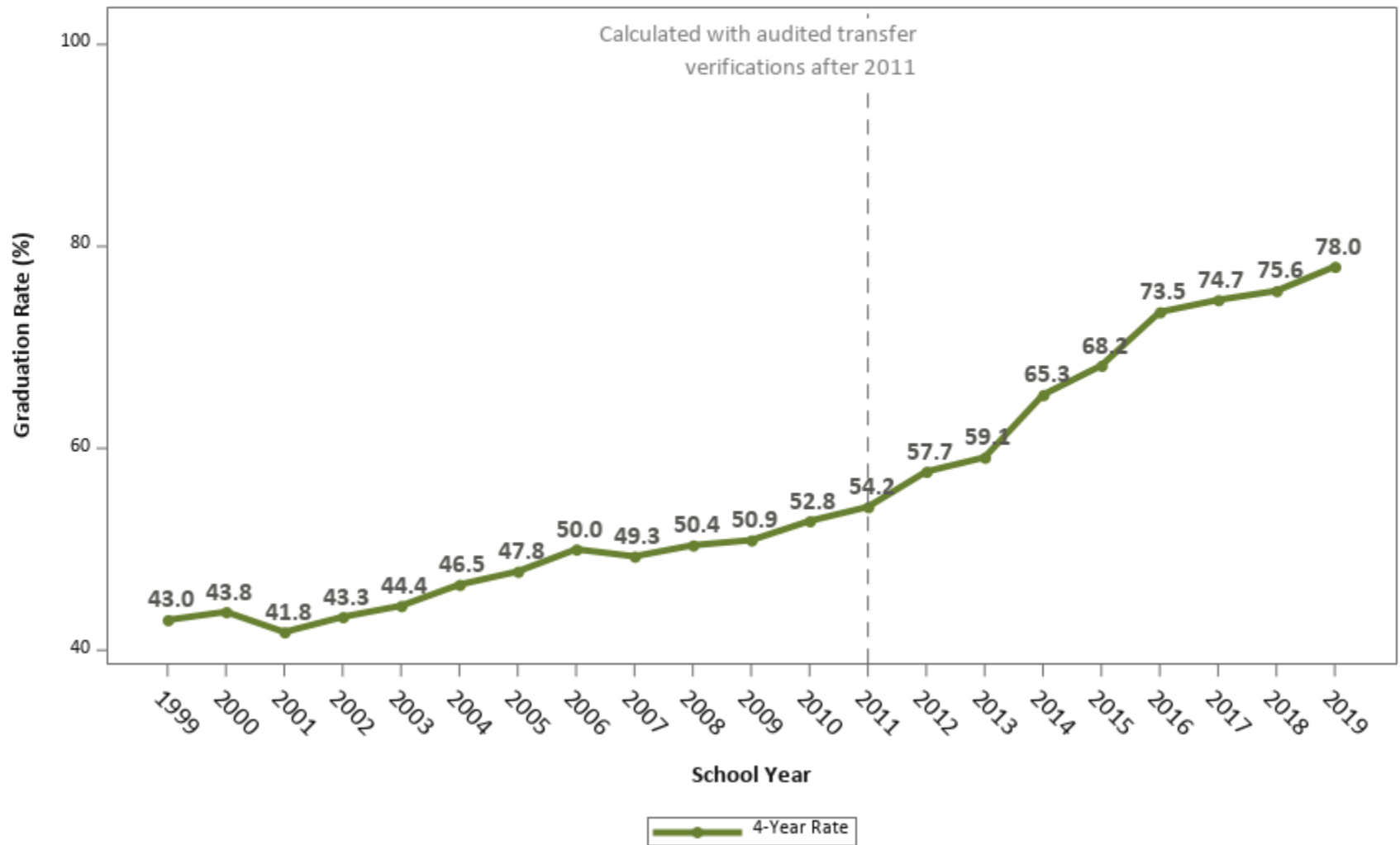


Cohort Graduation and Dropout Rates

2018-2019

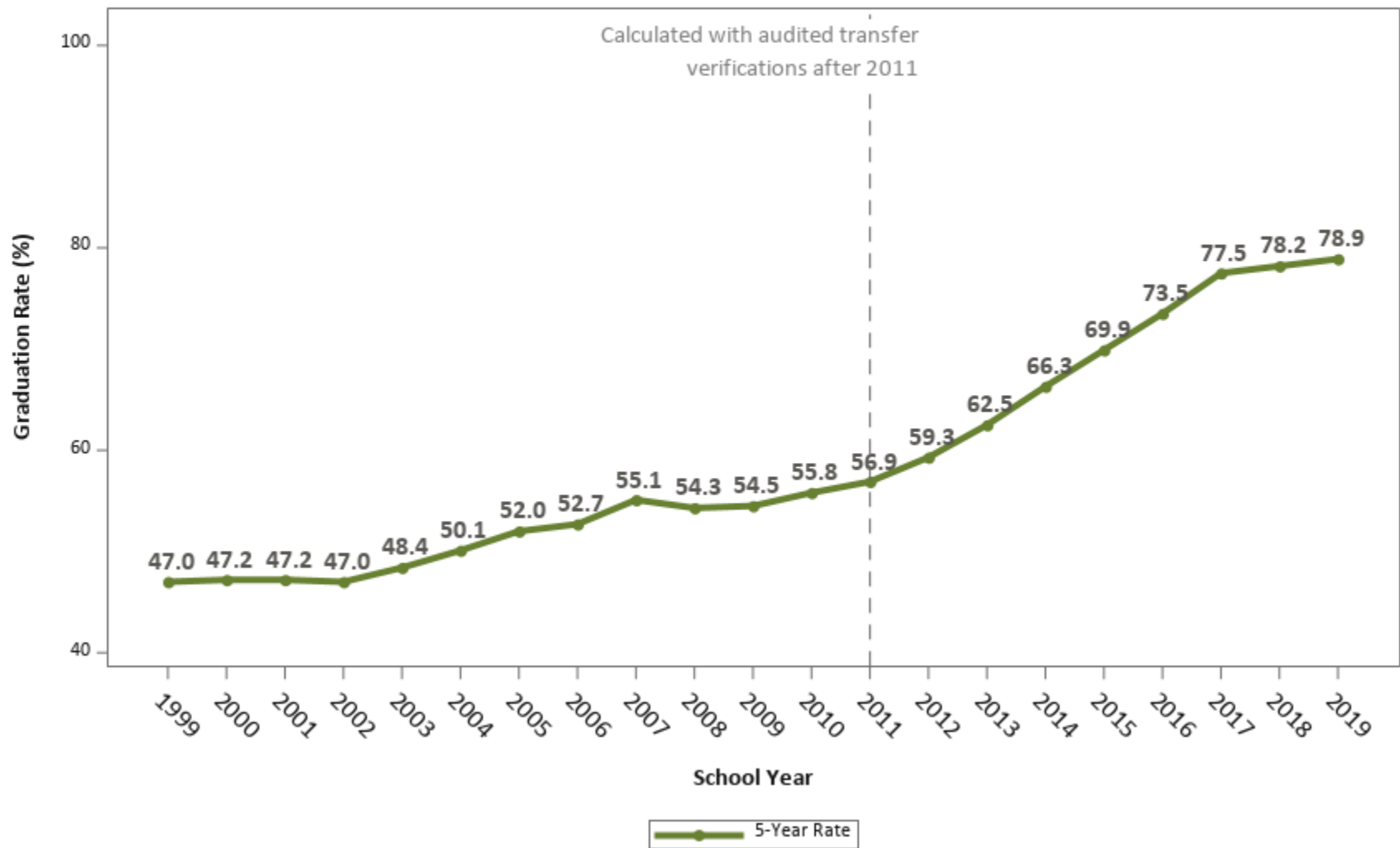


4-Year Graduation Rates Over Time



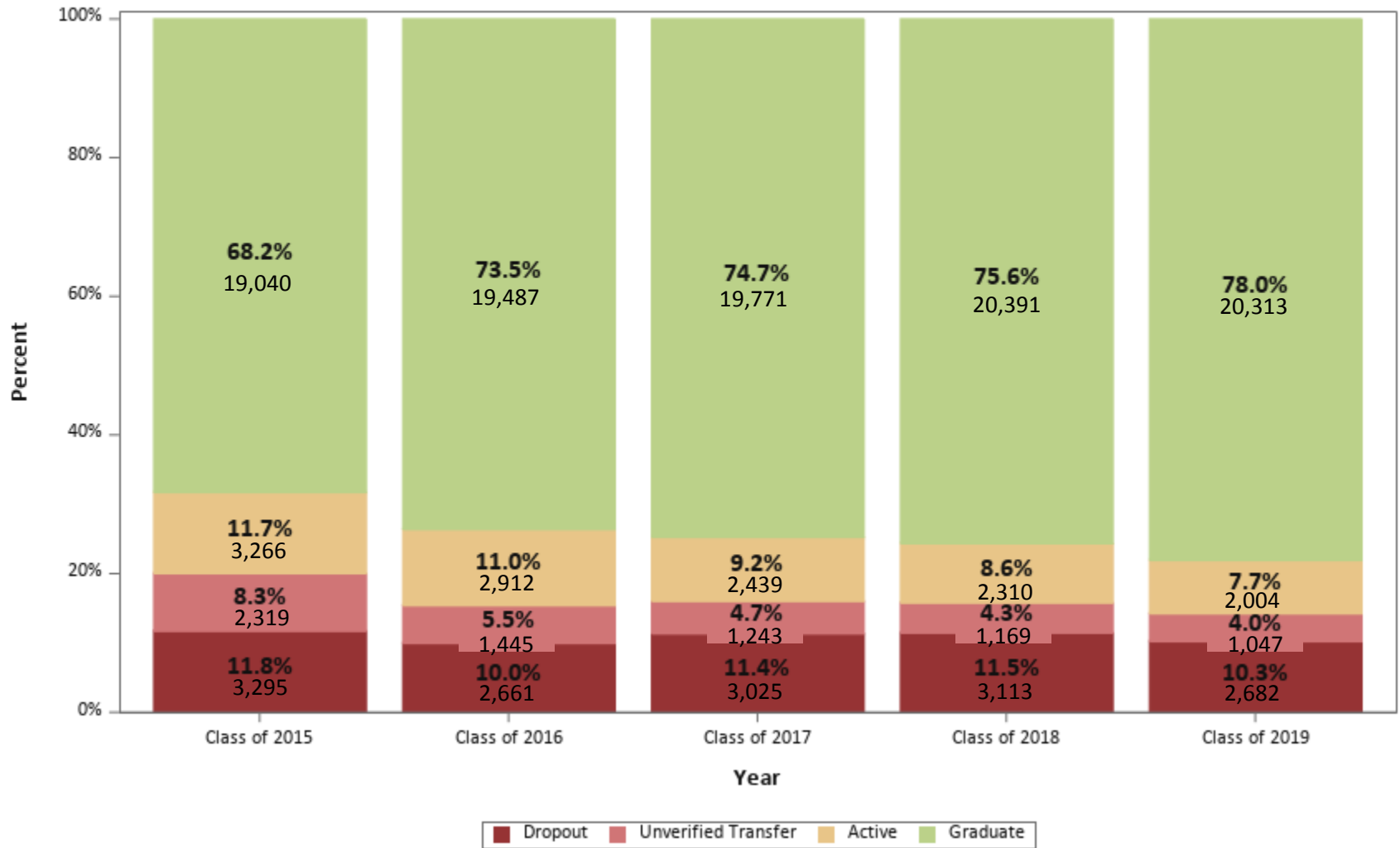
The 4-year graduation rate for the indicated year refers to the graduating class of that year. (i.e. The 2019 4-year graduation rate is the 4-year graduation rate for the Class of 2019.)

5-Year Graduation Rates Over Time

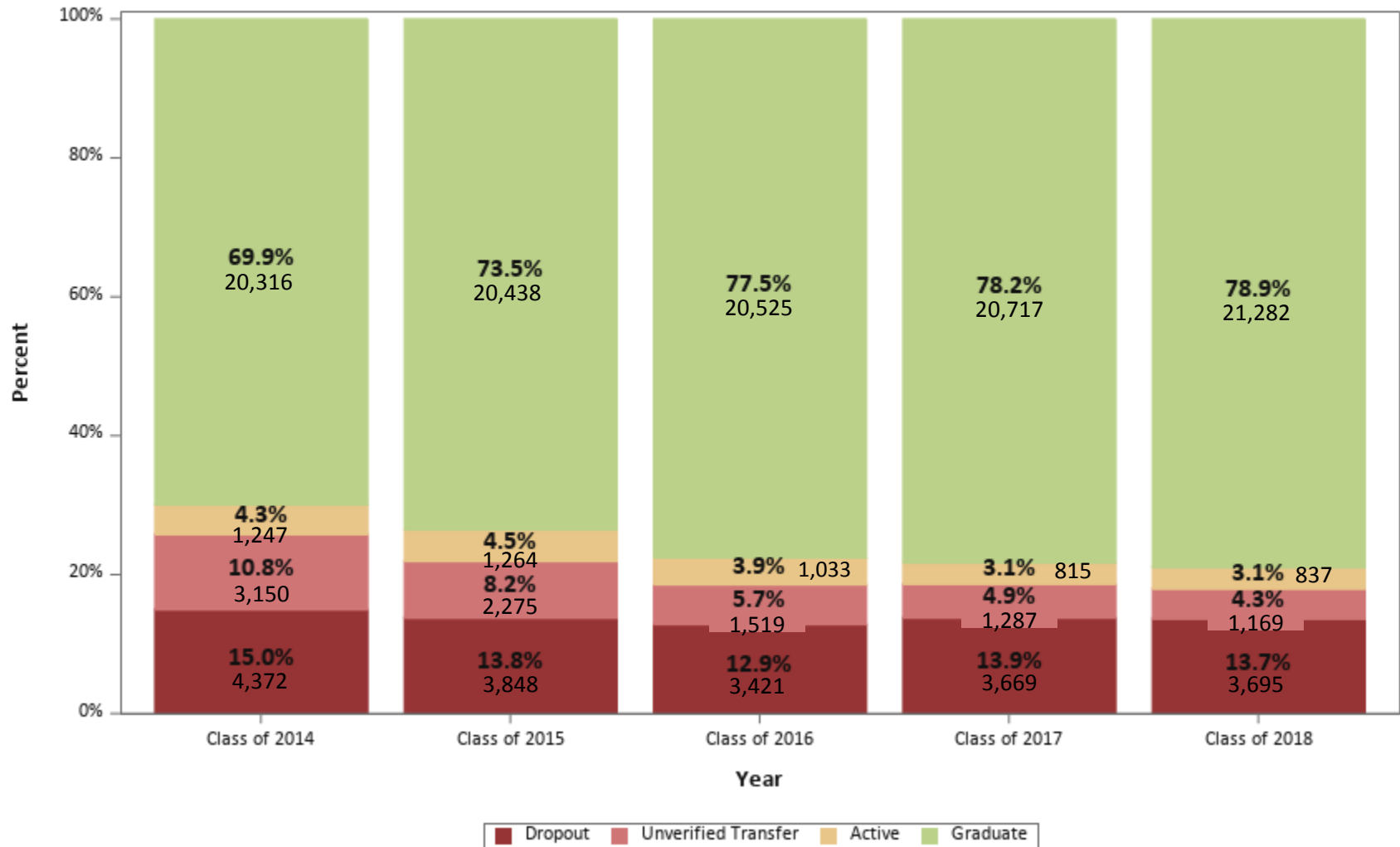


The 5-year graduation rate for the indicated year refers to the graduating class of the year before. (i.e. The 2019 5-year graduation rate is the 5-year graduation rate for the Class of 2018.)

4-Year Cohort Graduation and Dropout Rates

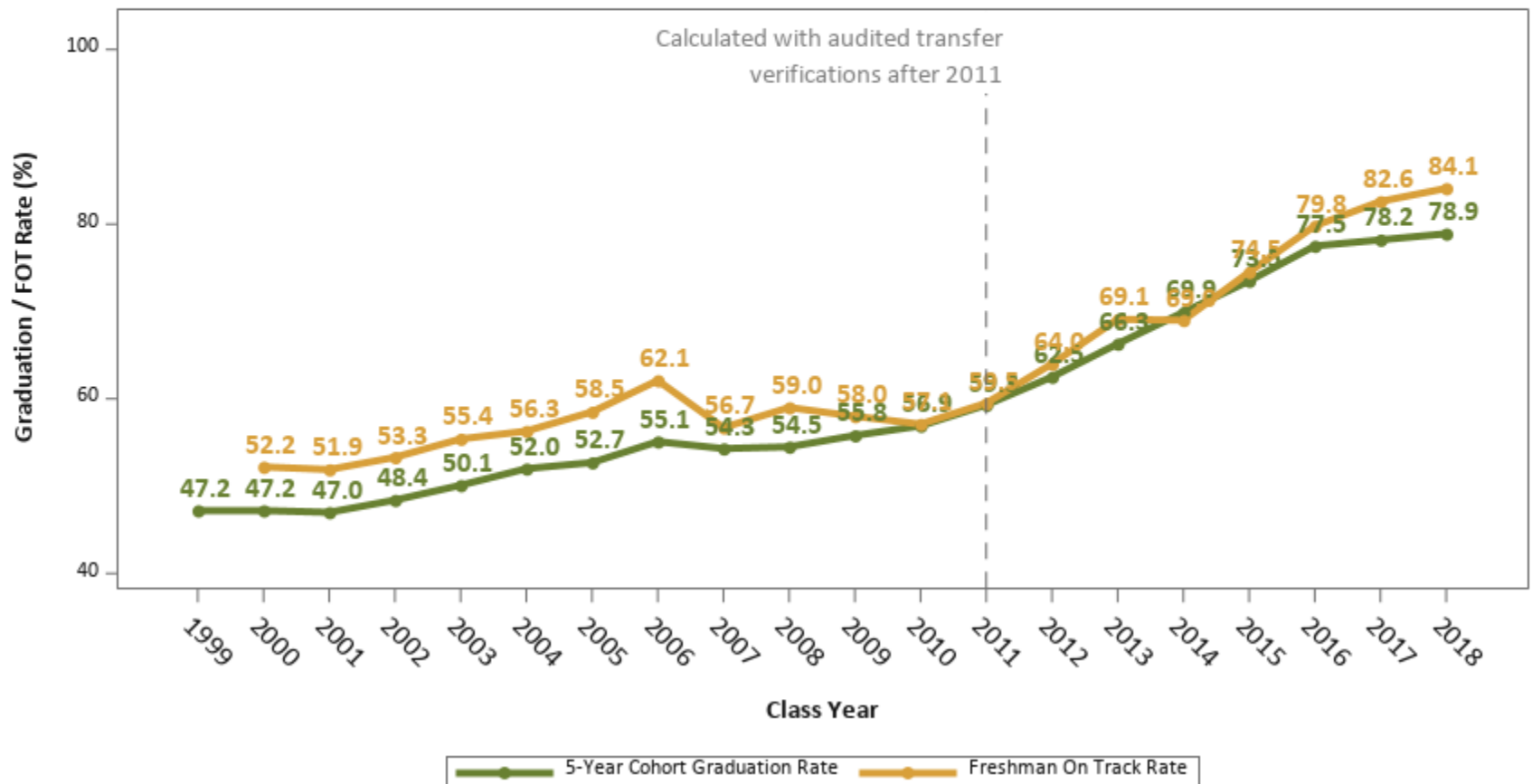


5-Year Cohort Graduation and Dropout Rates



5-Year Graduation and Freshman On-Track Rates Over Time

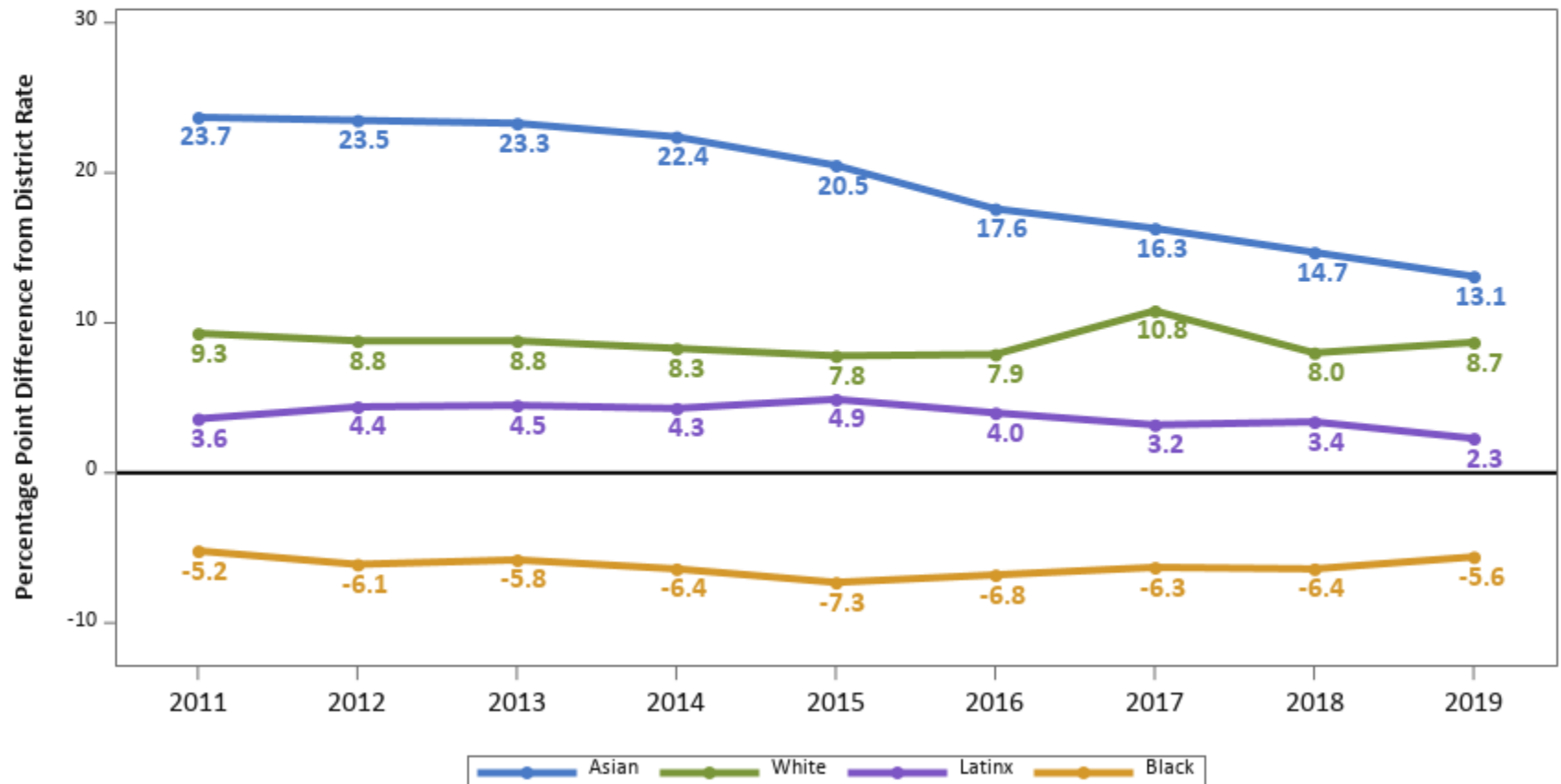
By Cohort



The Freshmen On-Track rate corresponds with the FOT rate of when the indicated class were freshmen.

5-Year Cohort Graduation Rate - Demographic Gap

Distance from district rate

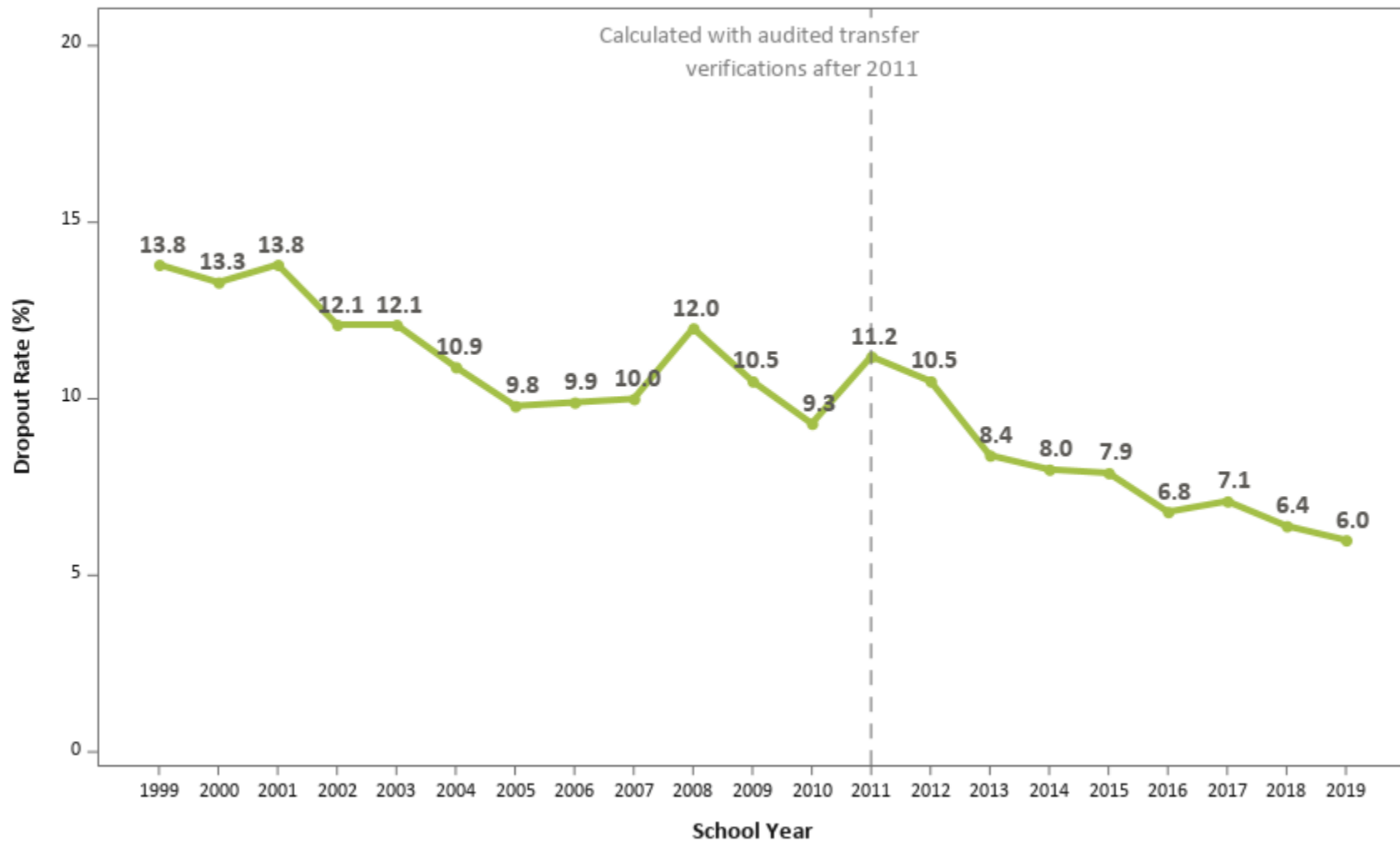


One-Year Dropout

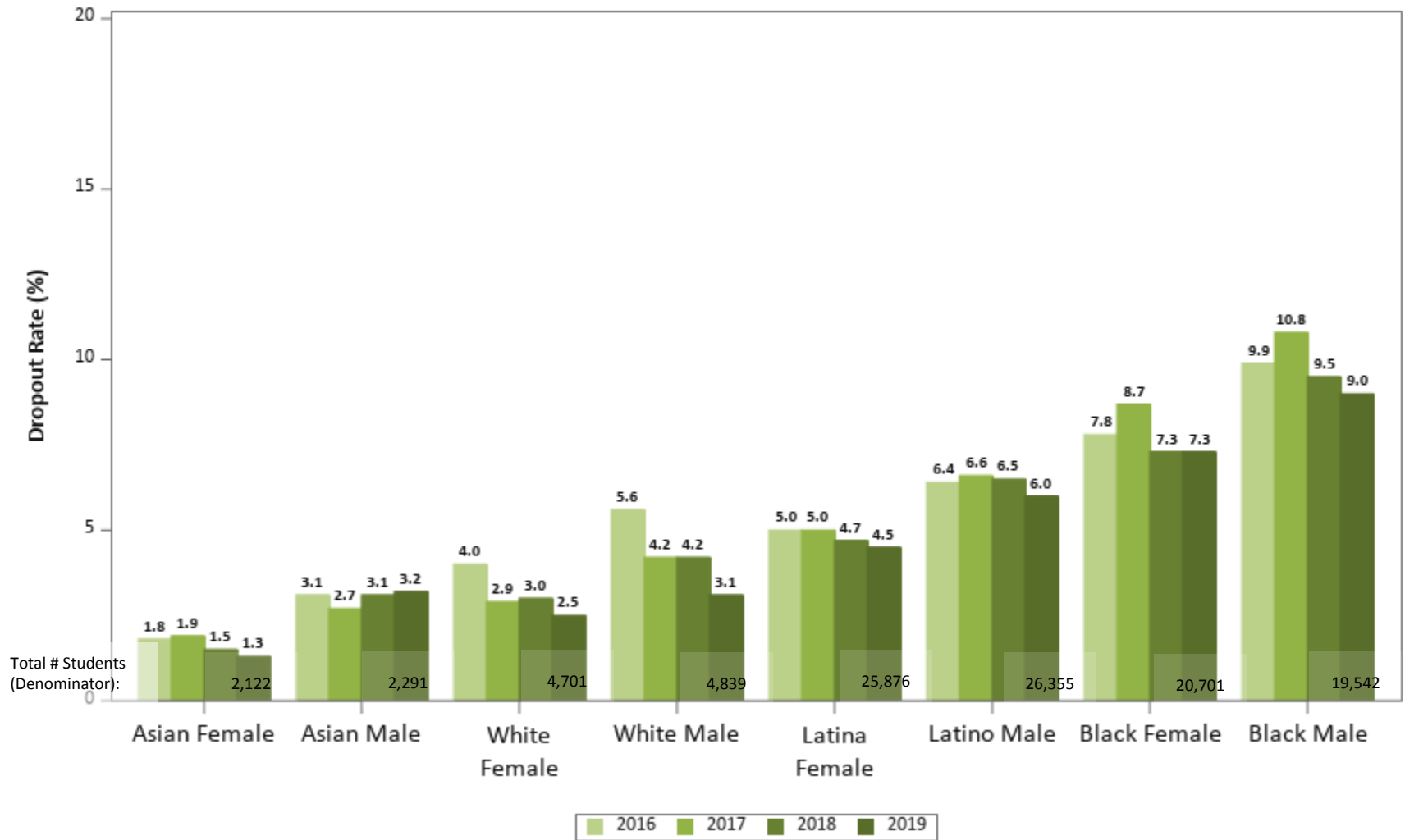
2018-2019



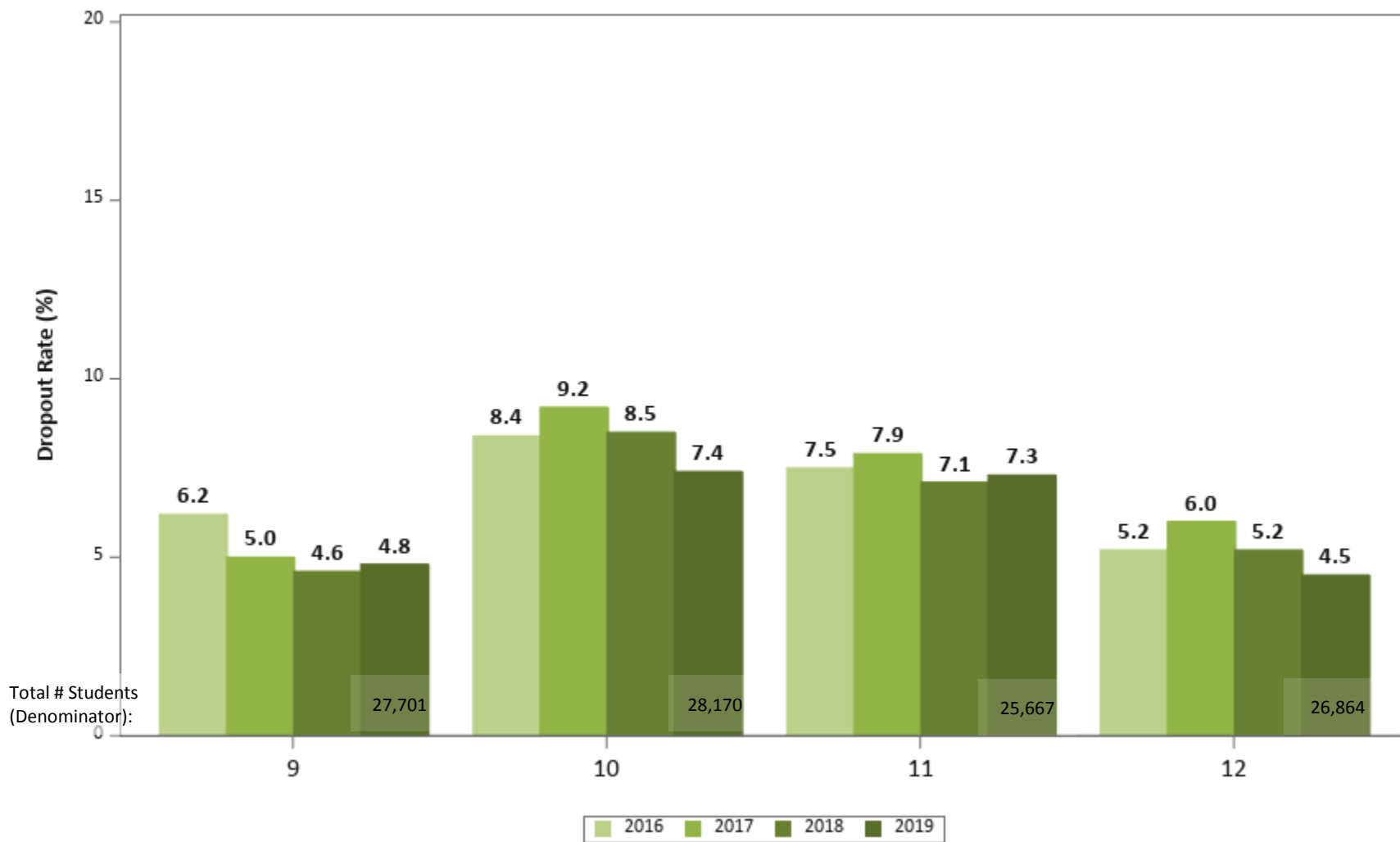
One-Year Dropout Rate Over Time



Dropout Rate by Race and Gender



Dropout Rate by Grade



Supports for Academic Progress

2019-2020

Academic Progress: Current Supports

Curriculum Equity

- Roll out
- Units designed for biology, physics, chemistry
- Transitional math
- Content loaded in Safari Montage

Early Childhood

- Expanded early learning
- KIDS goals (district & school)
- P - 2 Literacy Plan
- Coaching thru ECE Network Specialist

Elementary School Strategy

- Instructional Rounds
- K-2 Phonics Instruction
- Wilson Reading Pilot
- 3-5 Math Curriculum Maps
- MTSS

High School Strategy

- Instructional Core Project
- Targeted Content Specific Support
- Small School Intensive Support
- MTSS
- Early College and Career Credentials
- Learn.Plan.Succeed

Curriculum Equity Initiative

Every student in every part of Chicago has access to high quality curriculum and instructional resources

FUTURE STATE:

Digital Curriculum:

- PK-12 rigorous, standards-aligned, digital, and culturally-responsive curriculum for Arts, Computer Science, English/Language Arts, Math, Physical Education, Science, Social Science and World Language (French and Spanish)
- Will include extensive modifications for English Learners and students receiving specialized services

Comprehensive collection of:

- Learning standards and objectives that students are expected to meet
- Units, lessons, assignments and projects
- Instructional materials, videos, presentations, online activities, and readings
- Assessments and other methods used to evaluate student learning;
- Integrated technologies that support student learning; and
- Policies, protocols and supports that are aligned to support the effective implementation of the curriculum

CURRENT SCHOOL YEAR EFFORTS:

- Provided ready to use Units of Study in Biology, Physics and Chemistry
- Launched School City Assessment System for all schools. Professional development is offered during ES/HS summits
- Released a library of individual, standards-aligned digital resources Safari Montage for all teachers in September 2019
- January 2020 “Release #1” of Curriculum Units in alignment with the Scope and Sequence. “Release #2” will occur in April 2020
Four additional releases will occur with a target completion date of July 2021
- Provide 21st century professional learning

Early Childhood

Full-day prekindergarten for four-year-olds across the city, regardless of family income

FUTURE STATE:

- Access to early childhood option regardless family income
- Increased number of incoming kindergarteners meeting developmental benchmarks
- P-2 Literacy Initiative to ensure every child in every school will be a joyful, confident, and proficient reader and writer

CURRENT SCHOOL YEAR EFFORTS:

- 122 new full day classrooms
- Access to Creative Curriculum
- Coaching supports for PreK teachers
- Launched P-2 Literacy Plan developed by a cross-functional team to strengthen:
 - Equitable access to effective and rigorous core literacy instruction and a comprehensive system of school resources
 - Tailored professional learning for educators
 - Collective ownership among internal and external stakeholders

Elementary School Strategy

Quality educational experience for every student

FUTURE STATE:

- Classroom instruction that challenges, supports, and inspires
- Attention to students unique needs
- Students are empowered to think deeply and solve problems with ingenuity
- Students are prepared to communicate clearly and collaborate with others from diverse backgrounds

CURRENT SCHOOL YEAR EFFORTS:

- Leverage Instructional Rounds to improve curriculum and student engagement
- Enhance cycles of improvement to collect, analyze, and respond to high quality information on student learning
- Engage 41 ES in prioritizing access to supports and resources based on unique school needs, including direct services on CIWP development, Talent support, intervention resources, and grant and partnership connections.
- Implement a new Summit PD model responsive to school needs, including Science and Social Science educators
- Provide intense school support to develop curriculum maps to meet student needs in math, grades 3-5
- Systemically support high quality reading interventions through MTSS
- Integrate P-2 Literacy Plan across district departments
- Structured phonics instruction in K-2 classrooms, including the Willson Reading Program Pilot

High School Strategy

Support student success in high school and beyond

FUTURE STATE:

- Equitable access to rigorous curriculum and early college and career credential opportunities
- Every HS student will have a path toward a rewarding future through the development of post-secondary plans
- Student engagement in on the job learning

CURRENT SCHOOL YEAR EFFORTS:

- Provide professional learning to Advanced Placement English and Composition teachers on a high rigor/high support model to increase student access and achievement
- Focus on math CCSS Instructional Shifts and uses of assessment during High School Summits
- Provide content specific instructional support through the Resource Hub (Department PD, Instructional coaching)
- Conduct the Instructional Core Project to engage district school teams to reflect on the depth, breadth, and quality of teaching and instruction as part of continuous improvement cycles
- Target interventions to strengthen academic programs through the Small School Strategy
- Develop school teams to support Sophomore success & PSAT 10 outcomes
- Pilot Wilson Reading Program to address diverse student needs
- Expand Equal Opportunity Schools to increase AA/Latinx student enrollment and proficiency in AP/IB/DC/DE
- Launched Options Redesign Project to increase achievement and post-secondary success for Option school students